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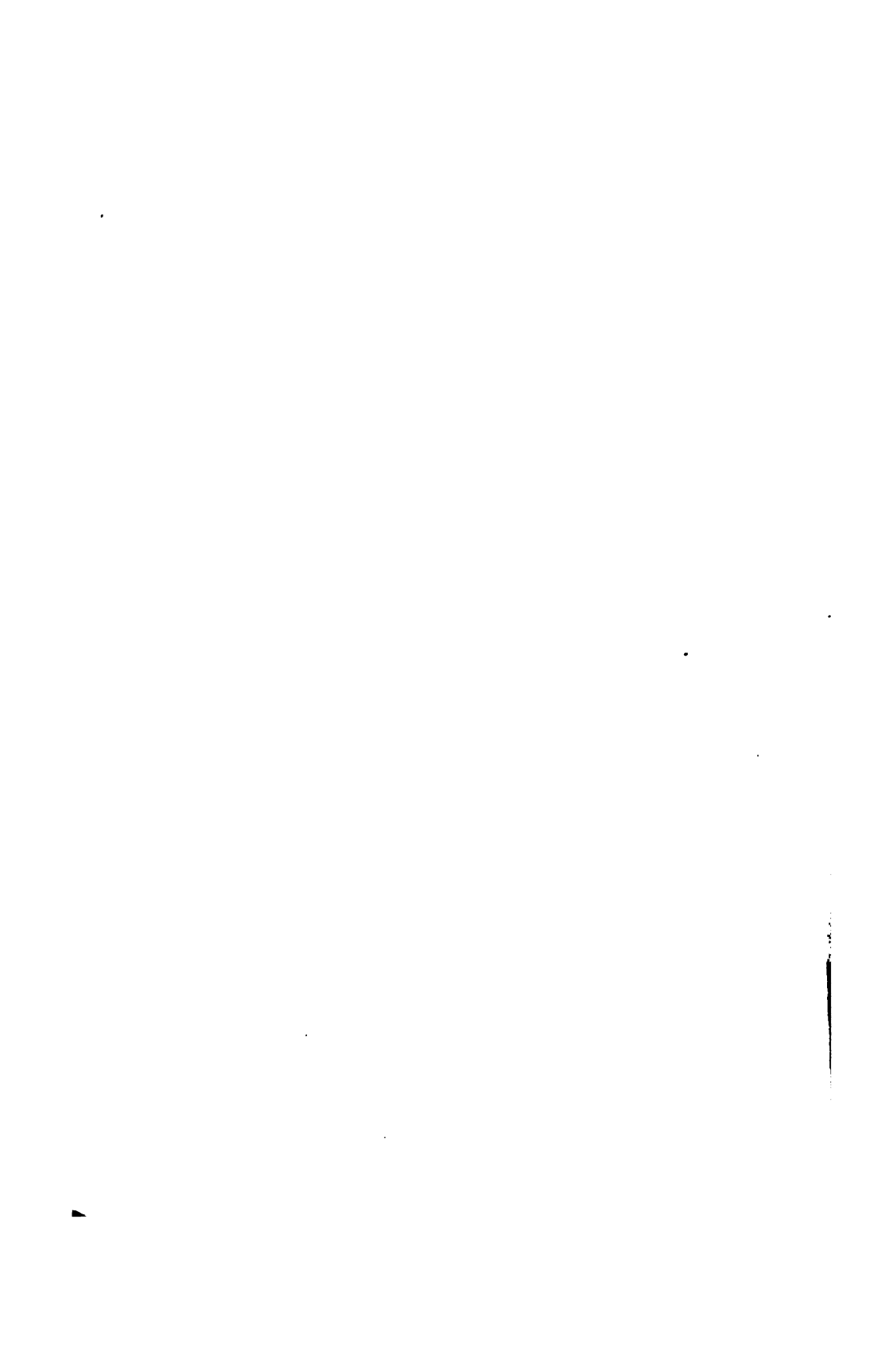
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SAMUEL FINDLEY, EDITOR.

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THE COUNTY INSTITUTE OF THE FUTURE.

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BY JOHN T. DUFF, CANAL DOVER, OHIO.

Read before the Eastern Ohio Teachers' Association, at Coshocton, November 29, 1884.

The value of a properly conducted institute has been so clearly demonstrated in the past that its continuance may be safely assumed. So long as the life of the average teacher is but a semi-professional life; and so long as his pedagogic pathway is hedged about by the environments peculiar to a semi-professional life, so long will periodical institute work be necessary, and so long will it be necessary to bring this work to the very door of the teacher. By and by, when school-teaching becomes a full-sized profession, commanding the emoluments, and wielding the influence of such a profession, the swaddling bands of the county institute will doubtless be broken, and that nourishment which is necessary to a strong, able-bodied teacher will be drawn largely from a central State normal school.

In assuming that the county institute, as a means of instruction, is here to stay for an indefinite period, it may also be assumed that the institute of the future will be in many respects unlike that of the past. This assumption is certainly modest enough, *per se*, since no good rea-

son can be assigned why improvement may not be stamped upon the wings of county institutes as well as upon the corresponding appendages of Time.

The conditions that surround the business of teaching are undergoing radical changes, and the professional helps of the teacher must change correspondingly. In passing, it should be set down to the credit of the good old county institute, that the improved conditions suggested are largely due to the wholesome influence which it has exerted in the past.

The institute, if you please, is like your old tailor who has taught you the value of good clothes. His good taste in the selection of material, in the matter of fit, and in the harmony of color, has aroused in you the keenest sense of propriety in such matters. The old tailor has builded better than he knew. While he intended simply to make you presentable, he has inspired you with notions of which he never dreamed. Some fine morning he wakes up to the knowledge that his old patterns no longer give satisfaction, and that new ones must be prepared in harmony with a newer spirit which he himself has aroused, otherwise he must lose his customers. The average institute is beginning to lose some of its customers—good ones, too—and the fault, I believe, lies with the institute tailors. Too much of the material, when worked upon in the institute shops, would not fit any teacher, living or dead.

Again, the sources whence the present institute derives its very existence being largely dried up, it would seem that a change in, if not the destruction of, the present institute would result. An average institute in this State costs near \$200. This sum is drawn from the institute fund. The Legislature, within a twelve-month, has dried up largely the source whence this considerable sum has flowed. In a word, that vast army of 6-months teachers has been permanently mustered out of service. They have gone to meet their rewards in other callings where examiners cease from troubling and weary applicants are at rest. Whilst the Legislature somewhat unceremoniously hustled this crowd off the pedagogic platform, the hustled have the satisfaction of knowing that they do take with them the props that doth sustain that platform. The half-dollars which our late colleagues have contributed to the institute fund are, in the language of the sale bills, "too numerous to mention."

Now it is idle to talk of a successful institute conducted on any plan to cost less than the sum named. Whilst we are considering this fact, and gazing contemplatively at the bottom of an empty institute treasury, we may as well understand that so soon as the number of qual-

ified teachers will admit of it, the Legislature will apply the knife to the next class. Verily the Legislature is no respecter of institute funds. And yet every teacher of professional spirit will doubtless say "Amen" to the policy of the Legislature. At the same time he must see that the present plan of raising a respectable institute fund is being effectually killed. The unpopularity of taxing the remaining teachers to make up for the loss occasioned by the retirement of our six-months colleagues was exemplified last winter when the proposition to make the examination fee one dollar was promptly strangled in the Legislature. [We think it still lives.—ED.]

Whilst those who favor the old five-day lecture institute with its attendant expense are wondering what plan it will be possible to devise whereby the institute fund may be kept up to the old standard, it is occurring to many teachers that it will not be to the detriment of the profession if this fund never again reaches its old standard. By this they do not mean that the teachers will go down into their pockets at the end of a five-day session and make good a deficit of \$100 or \$150. Nor is it to be assumed that the teacher is either non-appreciative or illiberal. He is neither. As a matter of fact, the article is not worth the price to him, and as soon as he personally, instead of the executive committee, is called upon to foot the bill, he will give forth no uncertain sound respecting the matter. So far from being stingy, let an institute article be produced that is clearly worth the price, and the money will be forthcoming with a promptness and cheerfulness born of an intelligent judgment.

The county institute of the future will be conducted largely by home talent. The institute managers being bereft of funds to bring in foreign lecturers will be compelled to turn to home men and women to do home work. Will this change be for the benefit of teachers? Let us see. First, the you-tickle-me-and-I'll-tickle-you system will be strangled. Is my meaning plain? For illustration, we will assume that Brown, in one of the Northern Ohio counties, has a series of lectures on the Theory of Causation. He has also some pet notions on English Grammar, including a brand-new system of diagramming, all of which he will ventilate in any body of teachers for a proper consideration. He is also a member of the executive committee of his county. Smith, of Southern Ohio, has made mathematical geography a hobby. He will cheerfully ride this hobby up and down any institute for a whole week for the insignificant sum of \$75, expenses to and from home in sleeping car, and board at the best hotel in town. He is also a member of the executive committee of his county. Now, concerning that magnetic influence which so mightily draws Smith to that

Northern Ohio county, whilst Brown is being impelled to the Southern Ohio county, I know nothing. I only know that the teachers of that northern county enter their fall work chock-full of the theory of causation with all that that implies in a country school, and that the teachers of the southern county are too full of mathematical geography for utterance. A depleted institute exchequer defeats all such games, which teachers are prone to assert are getting monotonous.

After all, says one, what harm results from the system if all the Browns and all the Joneses are thoroughly qualified workers? It takes but a moment to discover that its application would be damaging to the last degree. The members of an executive committee are generally selected from those teachers who are supposed to be well posted on the needs of their county schools. That the wants of the entire county may be best understood and served, committees are generally selected from different sections of the county. When Brown secures the appointment of Jones as an institute worker, with the understanding, expressed or implied, that, in consideration, Jones will secure the appointment of Brown for a similar service, then the needs of the schools of two counties are lost sight of, and the personal profit of Jones and Brown is the only factor considered.

Suppose this "mutual-assistance" plan to exist only in the minds of certain deluded teachers, and that after all, institute workers are invariably selected without reference to any such consideration. The fact still remains that it would be best usually to have the work of a county institute performed by its members. The needs of a given county, the character of its teachers, the nature of its work in past years, cannot possibly be so well understood by a foreign teacher as by one who is daily identified with the work of the county. A sympathy grows up between men and women who are banded together in the performance of a given work in a given locality, and what one of these imparts to his fellows is rendered more effective than the same statement would be from the lips of another. In my own county, supplementary work has been done by the home teachers in the institutes of the past two years. In each of these years, the institute was held a fort-night; one week, foreign teachers instructing, the other week, home teachers conducting the work. It is the universal verdict in the county, so far as I have been able to learn, that those weeks in which the home teachers managed the institute were the most profitable. This, too, in the face of the fact that the home work was an unorganized experiment, and conducted by young teachers who had not before done this class of work.

In every county in the State, probably, there are men and women

who have made the science of teaching a study; they are able to express their views of school management clearly and happily; their views are sound to the core, too. They are scholarly. They are abreast of the times in methods of teaching arithmetic, geography, grammar, and the like. If it were the settled policy to employ such men in the home work, the work would be better done; it would be of a kind more closely fitted to the needs of their fellow teachers, and the influence of such a policy would be most salutary upon every teacher of spirit and special ability in the county. Where now a single county teacher struggles into notice, a dozen would spring into prominence. It seems strange that we have not taken a hint long since from medical, from bar, and clerical associations, who invariably serve their professions best by selecting the fittest among their own members to instruct and entertain them.

The object of the institute of the future will be solid instruction rather than entertainment. It will be instruction on those topics, too, which lie at the very foundation of the teacher's success. To spend two sessions, out of five, on the chemistry of a candle, is delightful enough, doubtless profitable enough to the trained, scholarly teachers present, but the rank and file of the average institute want to know how to lead a child through the mazes of long division. The popular elocutionist secures rounds of applause for his inimitable delivery. His pathos, his gesticulations, his attitudes, his impersonations are the admiration, and justly so, of his hearers. But three-fifths of those young girls who have been so delightfully entertained came up to be instructed in those methods whereby a little child may be taught to read. A specialist spends a week in explaining the effects of electricity, in describing the growth of the subject during the last quarter of a century, in starting surmises concerning its possible applications within the next decade, and the institute is charmed. Certainly it is. But when the young teacher goes back to that hill-side school, he discovers that all the Bunsen's batteries in the universe would not make creditable penmen of those pupils, nine-tenths of whom will never get beyond the rudiments of reading and writing. Here comes a lecturer on English Grammar, but unfortunately he is impressed with the idea that grammarians in general, from Lindlay Murray down, have failed to get at the true inwardness of the subject. He has discovered the unadulterated method at last, and he spends the institute week in unfolding it, and demonstrating its strength against the whole pack of pseudo-grammarians. Three-fifths of the institute go back to their schools in a muddle. Nevertheless, since they went up to be taught, they engraft, or attempt to engraft, on the Harvey, or the Pinneo, or the

Greene stock, what Prof. Syntax has formulated. It will not work. In the attempt to patch up Harvey, concerning whom they know little enough, with Prof. Syntax, whom they understand less, a cloud of thick darkness settles over those temples of learning, so that the priests cannot stand to minister because of the cloud.

The institute of the future will take into consideration the materials with which a teacher must work, and will attempt to familiarize him with these materials, and their proper use. It will look with disfavor upon lectures which only serve to show how much better their author could have made the text which the teacher must use. Do not understand, fellow teacher, that I would push culture into the back-ground. I recognize the absolute necessity of culture to the highest success; but what the average teacher who makes the annual pilgrimage up to the institute needs is good, solid footing. Plant him on the solid rock of simple, elementary school work; make him familiar with the principles of arithmetic, of grammar, of geography, of good reading, and tolerable penmanship; let the methods by which these principles may be taught to the child be clear in his own head—let these things come first, and if he has the fiber of a genuine teacher, the culture will come in good time. It is not the province of the county institute to deal in culture, so-called. It will have performed a noble work when it has paved the way to culture.

“But,” says one, “the ordinary institute period, covering from four to five days, or even double that number, would be totally inadequate to the work you propose.” Granted. The institute of the future will not propose to close its sessions short of four weeks. Instead of listening to delightful talks in which the lecturer only partially realizes, if at all, the teacher’s daily perplexities, each member of the institute will get down to daily study and drill. One topic after another in regular and natural succession, will be studied first; afterwards thoroughly discussed in class. The views of individual members will be elicited and compared. The difficulties of A, B, C, and D, all of which may be different from each other, will be cleared up. Light will be thrown upon other points which were but partially understood, and a solid and refreshing review will be furnished to every member of the class. The personal contact of those teacher-minds, together pursuing those very topics which are soon to be taught again in the school-rooms of the county, will bring an inspiration to every page. Beauties in cancellation, in the common fraction, in the applications of percentage, will unfold themselves in this working teachers’ class—beauties of which the teacher never dreamed before. Aye, and of which he never would dream under the old lecture plan. Given a bright judicious

teacher at the head of this teachers' class ; one who is chock-full of the subject in hand ; one who understands the silver of speech, and the gold of silence ; add to this quantity a month of faithful study and drill, of discussion and query, and you have a picture, as it exists in my mind, of the institute of the future. In the common branches of arithmetic, geography, English grammar, reading, and penmanship, a month will be ample in the average teachers' class to clear up all ordinary difficulties, and to furnish a solid review of all topics in which difficulties are likely to occur.

Another advantage to be gained by this normal institute lies in the association of teachers long enough and closely enough to become thoroughly acquainted with each other. The old lecture system fails to bring teachers into a personal, hearty sympathy with each other, and the sessions of such an institute are too short, usually, to accomplish much in this direction, even were the system favorable to it. I venture that no other class of professional people know so little of each other ; so little of individual hopes and struggles in the profession. Aye, and as a natural result, exert so little professional power. Over yonder in an adjoining township is a teacher who has spent years in fitting himself for the duties of his profession. He is scholarly and skillful. He wants more for his services than he gets, because those services are worth more. He wants better appliances in his school-room, because he has discovered that it would be genuine economy to the district to have them. So he raises his voice on these subjects. But it is like the voice of one crying in the wilderness. There is no response upon the part of the profession. Nothing but echo comes up from the solitudes of the adjoining sub-districts. He is like the surviving soldier in the midst of the battle-field shouting for his comrades. It's of no use. His comrades are dead. It is a shame that we are so powerless. The voice of the butcher, the baker, the barber, the hod-carrier, is heard when he speaks, and respectful attention is paid, because a solid, sympathetic, closely-knit, organization of butchers, or bakers, or barbers, or hod-carriers, stands at his back.

You observe, then, fellow-teachers, that I would have the institute of the future, a training, or normal school. Teachers, everywhere, if I may judge from observation, are beginning to feel that the institute of the present does not meet the needs of the teachers, and not a few of them think that the time has come for it to give way to something better. In place of those two or three normal institutions of the State, whose magnificent benefits are accessible to but a small percentage of the teachers, I would bring a good summer normal within the reach of the humblest teacher in the county. "Can it be done?" is the

query of that large number of teachers who have found the old five-day lecture institute unsatisfactory. "Can a month of solid training be provided after harvest at such a rate as not to be a burden upon the poorly paid teacher?" Let us see. We will suppose that the action of the Legislature in cutting off the six-months class will reduce the institute fund one-half. The fund annually derived from examination fees averages near \$200 to the county. There will then be but \$100 available for next summer's institute. Now let the executive committee employ three thoroughly competent men to give instruction in this institute. Bind them to give one full month of solid work in the common branches, and to furnish one lecture per day on methods of discipline, the theory and practice of teaching, etc. Let the committee pay over to these instructors the \$100, and require each normalite to pay 50 cents per week for instruction. If 100 teachers avail themselves of this new institute, \$200 will be paid in as fees, and each instructor will receive \$100 for his month's labor. No account is taken of the expenses of the executive committee, as these are ordinarily so light as not to be an important factor. Of course the foreign lecturer, with railroad fares to pay, and a month's board bill at a first-class hotel to settle, cannot afford to accept such terms; but I doubt whether there is a county in the State where there are not thoroughly qualified home men who would be willing to give their services to home teachers for this compensation.

Now let us see what the individual expense to the teacher would be :

Board, four weeks at \$4 per week.....	\$16.00.
Tuition, " " 50c "	2.00.
Pens, ink, stationery, etc.....	2.00.
Total.....	\$20.00.

No cost is added for books, as each teacher can bring with him his texts, and since the branches are to be pursued topically, there will be no necessity for uniformity in the texts. The average expense to the attendant on the five-day institute may be safely set down at one-half this sum. Then for an extra ten-dollar bill, the solid work of a month would be achieved. Would it pay, fellow-teachers? It is not extravagant to say that the work suggested would be worth more to the rank and file of the profession than a dozen ordinary institutes.

Now the question arises: Would the teachers, accustomed to the old-time methods, appreciate the change? Would they be willing to give four weeks of their time in mid-summer, and undergo the extra expense in order to avail themselves of the benefits proposed? Fortunately the answer is at hand. The plan which I propose is not :

new one in the State. Belmont County, with all the conditions named, has been testing it for the past four years, while Guernsey, through the enterprise of her teachers, has been trying its virtues for half that period. If you will turn to the annual report of the State School Commissioner, you will find that Belmont County held her last five-day lecture institute in August, 1880. The cost for lectures for those five days was \$185, and the enrollment was 147. Now turn to the annual reports as far back as 1871, and you will discover that the average attendance upon the institutes of this county was rather less than in 1880. Now turn to the reports of 1881, 1882 and 1883. In these years the normal institute was tried; the sessions lasted four weeks in each year, and were held in August. The average attendance for these three years was 158, or eight per cent. more than the average under the old plan. While this larger number shows conclusively the popularity of the normal institute, it remains to be noted that the average cost of the three four-weeks sessions was but \$12.99 in excess of the five-day sessions of 1880. Nor is the comparison yet complete. Whilst it is notorious that Mr. Birch, and Mr. Scourge, and Mr. Thumper, who held sway in the good old days when "lickin and larnin" went hand in hand, but who retired years ago, are enrolled to swell the numbers of the old fashioned institute, if they but drop in for an hour to see how the young teachers "be a gittin along;" and while many other names oddly enough find themselves on that roll, the normal list, representing dollars and cents opposite each name, is composed of genuine teachers alone—*bona fide* teachers who are anxious to learn, and are willing to work. Reduce the average institute roll to such a shape as this, and the comparison must be yet more favorable to the normal plan.

Perhaps there are other reasons, say you, why this showing is so favorable to the normal plan. Let us examine the facts. In 1880, and in the institutes of the two preceding years, the very best lecturers which money could secure were employed. Dr. White was brought from Purdue University; that great scholar, W. D. Henkle, came down from Salem; Harvey was there; Tappan talked mathematics as Tappan only can; Moulton came up from Warren, whilst Burns and DeWolf, as Commissioners, graced two of the institutes with their presence, and added to the interest not a little. Turning to the normal institutes, we find them to have been conducted by three young men scarcely known outside the county. Two of them were teachers in village schools, whilst the third was at the head of the Bridgeport schools. But they were home men. They were in hearty sympathy with their home teachers, and no foreign lecturer could know as well

as they the peculiar circumstances and needs of those teachers. They were bright, scholarly, professional young men, but only such as are to be found in every county. No, the reason why the normal institute is more popular where tried lies in the plan itself. The plan represents solid training for the teacher; solid information concerning those subjects with which he must be familiar in order to teach, and solid value as it regards co-operation with the other teachers of the county. The normal plan has been tried in Guernsey under less favorable circumstances than in Belmont, but with results quite as gratifying. In 1883, the projectors held an institute for six weeks, and without a single dollar of help from the county institute fund. Being deprived of this fund, the instructors were compelled to put the tuition fee higher than they otherwise would have done. Notwithstanding the extra charge, and notwithstanding the extra-long session, one hundred and fifteen teachers enrolled themselves. That they represented the back-bone of the profession in Guernsey, we may readily believe. Four months later, the executive committee held a five-day lecture institute at the same place, and, notwithstanding the presence of able lecturers, notwithstanding the peculiar methods by which the longitude of an institute roll may be drawn out, but one hundred and five persons were enrolled.

To my mind these figures are significant. An institute lasting half the summer, and involving extraordinary expense and time, enrolling ten per cent. more members than one as free as the milk and honey of old Canaan, and under the especial patronage of the powers that make and unmake county teachers, must represent solid worth.

Such an institute, fellow-teachers, so arranged as to give the largest amount of personal instruction in the common branches; with enough of the old lecture method ingrafted to furnish ample methods of government, and to present the most improved plans of teaching—such an institute, I believe, will be the institute of the future. That this future may be speedily realized is the wish of a large body of earnest teachers who, Tantalus like, ever thirsty, make the annual pilgrimage up to the institute waters, only to find those waters recede from them with every attempt to quench their thirst.

Whoso keepeth his mouth and his tongue, keepeth his soul from troubles. Pleasant words are as a honey comb, sweet to the soul, and health to the bones.

FACTS LEADING TO FANCY.

BY Q. E. D.

Professor Tyndall has proved that imagination is a necessary and charming adjunct to Science. This paper is not to illustrate what he calls the "Scientific Use of the Imagination," but the use of the imagination about scientific facts.

The atmospheric pressure in the present epoch is, as every one knows, nearly 15 pounds to the square inch, or 2116.4 pounds per square foot, the equivalent of a column of water 33.82 feet high. The pressure of 100 feet of water would be about three atmospheres.

The water which now covers the earth in the shape of oceans, lakes, and streams; or that is playing its part in compounds as water of constitution, water of crystallization; or that is mere hygroscopic water, free, but adherent to what would otherwise be dry dust; or the water that has its use in moistening our clay; or is otherwise concerned in carbohydrates, hydrates, hydroxides, the dews, the rains and the snows, and the glaciers, and the icebergs and all the rest:—all this water must be more than enough to cover the earth and the world 10,000 feet deep, and to exert a pressure of 300 atmospheres, that is of 624,250 pounds per square foot, everywhere upon this mundane sphere; that is, if it were in the form of vapor.

Now our geological preceptors say that "thus it was" at or a little before the Potsdam Sandstone, or say in the Azoic time. It must have been warm enough, according to Mr. Croll, to have dissociated a good part of this water and given a rather dense mixture of its components, oxygen and hydrogen. Professor DeVille thought 2500° C enough and more than enough to dissociate water, carbonic anhydride, and the various hydrocarbons. Of course, if it was that hot, at that time there could have been no water, but the pressure would be all the same, although there would have been an increase in volume of at least one-third.

In the next place, we should have in our azoic atmospheres all of the carbon in all the world; and the carbon of the coal volatilized, of the carbonates, the limestones, dolomites, magnesites, witherites, and the like. It is not easy to imagine just to what proportions this factor would amount. Suppose the earth's crust holds a mile depth of limestones, etc. This weighs $5280 \times 2.5 \times 62.5 =$ about 825,000 pounds per square foot. Forty-four per cent. of this is carbonic anhydride, which, if in the atmosphere, would increase the pressure about 363,000 pounds per square foot. Of course the carbonic anhydride

would be dissociated, and so would the hydrocarbons which had not yet been formed (Hibernice) and we can easily put a scientific imagination to ciphering up a pressure of water and of would-be carbon compounds of not less than a million pounds per square foot.

Say, $\text{H}_2\text{O} = 625,000$

$\text{C, CO}_2 \text{ and CH}_4 = 375,000.$

But the end has not come. Every molecule of nitrogen must have been in the free state. All the volatile elements, also, chlorine, bromine, arsenic, sulphur, sodium, potassium, etc., except the little that had fallen into the clutches of the prim-primeval granite. Such bodies as common salt, the innumerable sulphides, etc., must have been dissociated and have added weight to the atmosphere. We give our fancy play to imagine that all these dissociated elements would, taken together, be equal to another million pounds pressure to the square foot, and now we have two million pounds, which is 1,000 atmospheric pressures; or which, if applied to a fire engine, would throw a stream of water from the Dead Sea over Mount Everest.

How far such an atmosphere would extend out into space might be calculated, if one knew what would be the effect of such pressure and such temperatures upon bodies we are accustomed to regard as aëri-form. Each one, whether elementary or compound, would have its "critical point," and glide above and below this many thousand times before the gas became permanently liquid, or before the elements were cooled sufficiently to unite. It must be borne on the scientific imagination that one can not kindle a fire, if his materials are too hot. Even hydrogen will not burn in pure oxygen at a temperature of 2500°C , or thereabouts.

I acknowledge that I am wrestling with a subject that is too large for me, and that my imagination, such as it is, has not been trained to scientific flights. For I cannot conceive what under the clouds would happen when things had cooled a little: (1) the oxygen and the hydrogen would unite, then we should have 34,000 thermal units for each unit of weight, and cause a rise in temperature of about $7,000^\circ \text{C}$; (2) the carbon and the oxygen would give *similia similibus* 8080 thermal units and over $10,000^\circ \text{C}$ rise in temperature; (3) the H and Cl, the H and C and whatever else anyone else can put his scientific imagination on the track to imagine to unite, would increase the effect. All my feeble powers can do is to fancy that, first, they would get cool and condense out, and then the atmospheric pressure would lower, and then they would get hot and up the pressure would go again *per secula seculorum*.

As the late Thomas Carlyle would say, "Here comes in the play of the eternal verities, and now stand aside and listen to the crash of atoms and the upturnings of the universe." Even my poor fancy can take a flight in that direction; for I know how a hydrogen pistol sounds, when you mix that gas with oxygen or with chlorine. A small bladder full touched off, rouses the chemistry class, and indicates to all the other rooms that something is going on in the so-called laboratory. Now when those gases aforementioned, and in the aforesaid quantities, began to begin to combine, what a lovely rattle must have ensued. All the noises before or since known or heard of were silence to that new thunder. Now I know that some one who has no imagination, at least, no scientific imagination, will say that there could be no sound until there had come ears to hear, but only vibrations; but I answer triumphantly that the vibrations could not have been registered unless there had been some sort of an 'ometer to register and moreover refer to our primal progenitor, the Eozoon Canadense. What were his ears for, if not to hear the rattle, or his nerves, if not to feel the vibration? *Verb. sat. sap.*

Referring to our primitive great-great-grandfather as the scientific use of the imagination in evolution permits us to do, I watch the continual glare of lightnings brighter than the light of a thousand suns, I hear in my scientific ear the combined thunders of a thousand years rolling their continued diapasons without a moment's cessation. I feel all the tremors of all the tropical earthquakes simultaneously transformed into tremendous explosions which seem never to end. I know that my ancestor was somewhat disturbed, but I cannot imagine that he cared much whether the day turned out fair, foggy, or stormy. I imagine, if I had been he, I should have longed for a rest.

EDUCATION IN CONGRESS.

S

BY CHAS. W. SUPER.

As a sort of supplement to the article on a kindred topic in the November number of the MONTHLY, I have taken the trouble to ascertain what proportion of the members of the present Congress are college-bred. When we consider that most of our ambitious young men, and of women not a few, regard some kind of a political career among the possible good things reserved for them by Fate, the question,

how much a thorough education will aid in securing the better places, becomes one of practical importance. The young man who expects to make a figure in politics does not, perhaps, generally take the trouble to learn how many college men are in Congress, before deciding whether he shall go to college; nevertheless, the case properly stated may have some influence in favor of the higher education.

A writer in the *College Courant* some years ago made the statement that of the members of the forty-third Congress, 124, or a few more than a third, were graduates of some college, and 85 received an academic education. A large proportion of the remainder took partial courses at college, or attended professional schools. Yale at that time headed the list with eight graduates; Princeton, Dickinson, and the University of North Carolina came next, having five each; Williams, Hamilton and Jefferson had four each. These figures will afford a basis of comparison with those of the present article.

In the present House of Representatives, containing 325 members, 104 report themselves as college graduates. Of the remainder, 134 received an academic education, or took partial collegiate courses; 44 have only a common school education, and the remainder are self-taught, or educated by private tutors, or have given no report of themselves. It is safe to say that a score or more may be classed as uneducated. Of the Senators, thirty are college graduates; thirty-two were educated at academies, or took partial collegiate courses; the rest are self-taught, or educated at the common school, or by private tutors.

Accuracy is not attainable in some of the particulars; nor is it essential to the conclusions that may be drawn. Some members, for various reasons, are very brief in their statements about themselves. Here and there we are told that A was educated at such and such a college, but are not informed how much of the course he passed through. Again, we do not know how to understand the word "self-educated." A man may claim, and justly, that he educated himself when by his own efforts he secured to himself the best mental discipline, even including the advantages of collegiate instruction. Men, too, not unfrequently speak of themselves as self-educated, when they ought to say uneducated; and it is well known that members of Congress are no exception. There have probably been several men in every Congress, and not the worst or most inefficient either, who possessed a large knowledge of affairs gained from experience, but who could properly lay no claim to an education.

It needs also to be borne in mind that "college" and "university" are with us very elastic terms. No one having knowledge of the case

will deny that there are a hundred so-called colleges in the United States, the courses of which are not equal, for disciplinary purposes, to several Eastern academies. In the case of Representatives, somebody had to be chosen from each district, and sometimes a well educated man was not to be had, or for reasons that were to his credit, failed of election when nominated.

The words common and public school vary likewise greatly in their signification according to locality. It is not disputed that more than a score of the members of the present Congress owe their election very largely to their wealth and very little to their fitness; and nobody claims that one needs much education to get rich. Nevertheless, after making all suitable deductions, the educational status of the forty-eighth Congress, as well as that of several of its nearest predecessors, seems to show pretty clearly that a young man who seeks political preferment, and who desires more than the empty honor of an election and the position of a figure-head, can do no better than to spend several years of his early manhood at the best academy or college within his reach. In a government like ours, the legislative bodies cannot represent a higher level of culture and character than the constituency. This is everywhere evident now, and was painfully prominent during the negro ascendancy in the South a few years ago. We can expect the intellectual level of our legislators to rise only in proportion as that of the people is elevated, and no matter how intelligent the people, if they are morally unsound, there will be among their representatives men with empty heads and corrupt hearts. The fact that our Senators are but little more intelligent on the average than the Representatives, should warn us against assuming that the people's representatives will choose better educated law-makers than the people would select for themselves.

In looking over the list of colleges with a view to ascertaining what ones have the largest number of graduates in Congress, we find that the most populous are not the ones which have furnished the largest quota proportionately. Neither does there seem to be any difference between denominational and undenominational institutions. Three colleges appear to have furnished two Senators each. They are Brown University, Western Reserve College, and the Miami University—about the last-named I am not fully certain. Counting both Senators and Representatives, Harvard heads the list with eight graduates; Dickinson and Miami come next, having seven and five respectively. Three others send four each, several three each, quite a large number two each, and a still larger number one each.

Whether it be an honor or a discredit to some of the populous colleges

that they have so few representatives in Congress, I shall not undertake to determine. On the whole, it can not be doubted that the position taken by the article above referred to is sound. For while the proportion of educated men in Congress is not increasing rapidly, it is otherwise in the professions. In the ministry and in law the upward tendency is most clearly manifest. And though the outlook to the friends of higher and broader culture is not as encouraging as they would wish, it is hopeful. The young man who secures a thorough education before preparing himself for the practice of a profession, has large odds in his favor as compared with him who, in his impatience, expects to acquire an education and a profession at the same time. It is rare to hear a man say that he went to school too much, but they can be found by scores who admit that they stopped too soon.

IMPRESSIONS OF THE GREAT WEST.

BY JOHN OGDEN.

It would be difficult to describe all that one sees, while traveling more than 4,000 miles through the most beautiful, and, in some sense, the most wonderful land in the wide world; or to relate all that one hears and thinks while engaged nearly three months, in some of the most profitable and interesting institutes we have ever attended; or even to give our impressions accurately, of the great educational work going on throughout the whole extent of this western country.

A few points may be selected, however, as fair samples of this work, such as Saint Paul, Minneapolis, Council Bluffs, Omaha, Humboldt, Charles City, etc., where it was our good fortune to meet the teachers in a professional way.

Among the most noticeable feelings that take possession of one, as he passes from the wooded hills and mountain slopes of New York and Pennsylvania, and the tamer fields and farms of Ohio and Indiana, into the almost limitless views of prairie landscapes of Iowa, Minnesota, Dakota, Nebraska and Kansas, interlaced with groves of cultivated timber, is an almost overpowering sense of vastness, relieved, it is true, by the comforting assurance of home security, so different, in this regard, from the same feeling of awe, inspired by a similar view from mid-ocean. This home serenity increases, as the eye rests upon the vast fields of grain, which stretch away as far as the eye can

reach. We exclaim at once, What a sea of waving plenty! What luxuries here for the unfed millions! These are indicated by the fine dwellings with beautiful lawns skirted by timber; and by the capacious barns filled with the abundance of the products of the soil, giving the country the appearance of a settlement and growth of a hundred years; when, in fact, in most cases, it has not taken more than about one-fifth of this time to bring about all this change.

It seems providential, also, that this "garden of the Gods," this land of enchantment, this home, at least, of a free and prosperous people, should have been hidden far back, behind the forests of Pennsylvania and Ohio, and Kentucky, and New York, and New England; for had these rich prairies been accessible to the early pioneers of our country, the less inviting portions would scarcely have attracted their attention. "What immense fields of grain!" we exclaim. "What a contrast with the five and six acre lots of growing grain usually seen in the early settlements of the East!"

But the dense forests, and the "clearings," and the at first scanty crops of the Appalachian regions—now the home of wealth and refinement, seemed designed as a kind of schooling ground, or gymnasium, for the development of muscle and brain for future use, so that the race, in due time, should be prepared to take possession of this vaster realm, for richer and grander displays of human energy; for how could the farmer of the western prairie, to-day, ever harvest his immense crops of grain without the modern reapers and threshers? And what in the world would he ever do with it, without the railroads to convey it to market? This all seems providential now, since the two sections of our country have come to be so well adapted to promote each other's welfare, both in enterprise and order of settlement. And I have no doubt that this order was in the Divine mind, when he planned both sections of this magnificent country.

To a careless observer, it would seem that there is a great deal of waste land "out West," especially among the mountains and rugged valleys, and the vast sweep of what is called "Desert Land" by some. But this is a mistake. There is not a foot of waste land out West. It all has a purpose in the Divine mind; and this purpose is now just beginning to be found out. To be sure, we do not want this "Garden of the Gods" to raise corn and beans and potatoes in, but for a higher and nobler purpose. We want it all, every foot of it, rock and river, mountain and moor, forest and glen, glacial peak and rocky chasm,—every inch is needed for the cultivation of brain and soul—too much neglected in our rage for wealth, and schemes for political preferment. We want it all, for a great school of art, the cultivation of the beauti-

ful, the grand and sublime in our Nation. We want it as a general resort, where tired teachers may rest, and recruit their shattered nerves; and where they may learn lessons a thousand times more useful to their work than conning the pages of some stupid book on "Theory and Practice." God's great book of Nature here is wide open, day and night, in sunshine and in storm; and the lessons it teaches will never weary one, but give strength for years of work.

The traveler's and the land explorer's ideas begin to expand as soon as their eyes rest upon this vast expanse of country. They think of their own little houses and homes, and begin to wonder, if, after all, they have not made a mistake in locating so far from this liberal land. And thus they are enlarged and liberated from the littleness of their past surroundings. Nothing shows more clearly how much we are influenced by our environment. Let a man live in a cave, and he soon becomes an anchorite. Let him live in a hollow, and all his being is circumscribed. Put him upon the mountain or the plain, and he expands; and his soul goes out after God. Hence mountains and high places have ever been selected as places of worship. Man was made to worship, and his ideas expand in about the ratio of his room. This is seen also in the extent and completeness of the farms and farming machinery of the West.

Who would have dreamed, while civilization, 50 or 100 years ago, was hacking away at the timber in the forests of Ohio and Pennsylvania, and plowing among the roots and rocks of New England and New York, raising the three-acre and the five-acre crops of wheat and corn, and buckwheat, and a little oats and rye for feed—who would have dreamed of a 70,000 or 100,000-acre farm, and 32,000 acres of wheat on one of them, averaging nearly 20 bushels to the acre, all of which I saw between Fargo and Bismarck, on the North Pacific Railroad; and in some instances, I am told, the fields are so large that the plowman is obliged to take his dinner and horse-feed with him when he starts out in the morning, as he can make only one furrow per day, i. e., once around the field, stopping midway for dinner, and back in the evening. But put seventy or eighty plows to work in this field, and the work is soon done. And put forty or fifty patent harvesters to gathering the crop when ripened under the clearest sky that ever shone; and then, again, the plows following hard upon the reapers, in preparation for the next crop, while the steam threshers, that are fueled by the straw of the ripened grain—the wheat thus furnishing its own threshing—almost threshing itself—and then the bins for storing, and the tall elevators for shipping nearly 600,000 bushels of wheat of one crop, and you have some faint idea of the Dalrymple

farm, and of others of almost equal extent and perfection, in this land of almost fabulous extent and beauty, this land immortalized by Longfellow—"The land of the Ojibwas, and the Dakotas, but now the land of the inevitable white man, the live Yankee of North America." What a civilization is pushing out from our crowded States and cities!

But what of the schools, and school-houses, and of the school-marms? (For in an institute of nearly 300, not more than 20 were males.) What of these? Why, they are mostly upon the same scale of grandeur. I do not mean in actual size—especially the school-marms—but in ideas and enterprise. I am told, that upon this same farm, there are several good schools for the laborers' children, and one good kindergarten. How does that compare with some of our Eastern enterprise in the school line?

I saw gardens and greenhouses here that would rival anything in Washington and Philadelphia. Think of an electric light mounted upon an immense tower, casting its gleaming rays far and wide over these fields of golden grain, and you have a picture of a farm that would make our Lancasterians and Delawarians open their eyes in wonder. Imagine such a farm 50 or 100 years ago; or suppose some one had predicted such a thing. He would have been deemed a fit subject for a mad house. But all these things have come to pass in these latter days, as a natural result, through the stimulation of brain power, wrought upon by our strong civilization, and the end is not yet.

While the schools of the West may not, in all cases, quite equal those of the East in system, wrought out to a painful degree of exactness, yet, in vigor, and freedom, and in liberal provisions, and in philosophical methods, which means, just here, no method at all, or Nature's method, (we don't feel called upon to explain this seeming contradiction just now,) they certainly are setting us a glorious example.

But I fear we are getting this story too long. We have got about half way. In our next, we want to speak of the schools of Saint Paul, Minneapolis, Omaha, and some other places.



GRADING COUNTRY SCHOOLS.

BY JOHN TRAINER.

In order to emphasize what Mr. Donham says in the December number of the MONTHLY, we desire to outline, briefly, a plan of work now in vogue in some of the counties of central Illinois. It is no ex-

periment, as it has been thoroughly tried, and "grows with age." It is as follows :

A carefully prepared "Outline of Study" for the rural schools is furnished each teacher and each member of the Fourth and Fifth Reader classes. This "outline" is simply a detailed course of study, so divided as to fix the limit of the work for each month.

Examinations, limited to certain topics by this outline, are prepared, sealed, and delivered to the teachers by the county superintendent. These envelopes are opened by a committee of the school, on the third Friday of each month. This committee finds a certificate within the envelope, which its members sign and hand to the teacher. The teacher then conducts a written examination upon paper which is uniform throughout the county. This work is graded by the teacher, bound, and filed for inspection. Pupils receive a report of their grades each month, thus furnishing the parent with the estimate of his child's progress, monthly.

The county is grouped into Great Districts, by taking a centrally located school in a township, and considering other schools contiguous to it as belonging to the district (this county has an average of *seven* districts in each great district). In February of each year, the county superintendent meets the pupils pursuing the outlined branches, (orthography, reading, penmanship, geography, grammar, arithmetic and United States history), at this central school. He examines them as a class, grades them, and issues a "certificate of rank in class" to each individual. This shows the name of the school, and the pupil's grades with his rank in the group.

When these examinations close, all pupils attaining an average of eighty-five percent or more, assemble at the county seat for a competitive examination. The superintendent again grades and ranks the pupils, issuing another certificate, certifying to rank in the county.

Thus have we briefly sketched the machinery of an attempt to grade the country schools in this part of the State. What are some of the results ?

1. The outline has done away with the necessity of a uniformity of text-books. Definite and independent work being required, the pupil is forced to a *topical* study, and the teacher, to a topical recitation, thus accepting information from any text, reading only excepted.

2. Classification is secured to such an extent that our teachers now use a daily program nearly uniform.

3. The definite work required compels the use of some reference works sooner or later. This puts in dictionaries, maps, globes, etc.

The healthy emulation among directors concerning these is commendable.

4. In general, there is a spirit of union, and of zeal, among school officers, teachers, pupils, patrons, and others, not before noticeable.

Trusting that we have not wearied the readers of the MONTHLY by talking strange things, we refer to many counties in Illinois for proof of all this.

Decatur, Ill.

UPHARSIN.

BY SEBASTIAN THOMAS.

On a recent Saturday, in one of the richest and most prosperous farming sections of our State, I chanced upon a district school-house. It is a spacious wooden building, painted white, with green blinds, and a square, tower-like belfry on top of the front gable. Standing on a hill, the building is seen from a distance; and harmonizing with the big red barns, and comfortable farm houses, by which it is surrounded, it makes a pleasant impression upon the approaching stranger. Coming upon it from the rear, I had satisfied my curiosity by calling it a "meeting-house." Not till I had walked around to the front did I discover, by the usual signs of young Americanism, for what purpose the building was designed. The tablet under the round window in the gable, "Public School, District No. X," is altogether superfluous. The snow on the ground had melted into a muddy slush, and with this, Young America had bombarded the pure white front, giving to the new school-house its first treat of school-boy vandalism. The numerous yellow spots about the round gable window indicated the chief point of attack; and as it was not entirely demolished, I inferred that hostilities were simply suspended for that week, to be resumed again early the following Monday morning. The besmirched doors and porch in front, also, gave evidence of wanton mischief, and a disrespectful and irreverent spirit, which must cast a blight and mildew upon all the instruction and influence of the school, and stimulate a spirit of license and insubordination, more dangerous to society than the ignorance the school is designed to dispel.

And yet District No. X is not exceptional. Among all the school-houses of the State, in city or country, presided over by 20,000 teachers, those that are entirely free from marks of vandalism, may be counted upon the fingers of my two hands.

A few years ago I visited a school in a small city noted for its industries. In a room where a number of pupils, that came from a distance, were in the habit of taking their dinners, the walls were covered over with gross vulgarity, that forced itself upon the attention of every innocent child that came into the room. Better, yea a thousand times better, is blank ignorance of every thing that was ever printed in school books, with the natural and childlike virtues of the heart preserved !

I shudder to think of it all. I have no feeling of hostility toward the system of education that brings the virtuous child in contact with the vicious. It is the natural system, and tends to fortify character rather than to weaken it, if carefully and conscientiously supervised. There is greater hope for the perpetuity and safety of our institutions in the public school than in standing armies, iron-clads, or party platforms. And yet, in connection with this encouraging phase, we ought not to forget that the elements most dangerous to society, state and church, find a very fertile soil within the domain of our public schools. Knowing this fact, teachers ought to realize their great responsibility. They ought to be vigilant and act promptly, and like Niederer, be not born to deal leniently with weak and vicious sentiments. Carlyle says, "Wonderful is the virtue of a virtuous teacher." But virtue simply incased in sentiment is of little avail. There is no saving power in it. Action, moral diligence and moral courage are needed.

The superintendent has too much office work, the principal is too much interested in his records and reports, and the class teacher in his recitations and percents, and the pupils on the play ground are left to themselves, without that directing and controlling influence which at no other time is so much needed. There are byways and hedges in school life, where sin and vice lie in wait for unwary feet, and it is the teacher's duty to be very watchful.

Badness is unnatural in a child ; the child that is bad for the sake of being so, is a monstrosity, and such cases are so rare that one is justified in doubting whether they exist at all. There is no greater joy to a child than to follow the good, under the guidance of a virtuous, earnest, and loving teacher.

It is not possible to suppress all evil ; but the teacher who is unable to overcome the spirit of vandalism and insubordination among his pupils, at least in its grosser manifestations, has missed his calling. If he has any conscience he will change his occupation. A parent is not only justified in not permitting his children to attend school where the teacher has not moral force enough to keep the walls of the school-

house and out buildings free from marks of obscenity and vandalism, but it is his imperative duty not to send them there.

I do not know what reception my fellow teachers will give to what I have written, but this I do know, that unless we bestir ourselves outside the realm of mere lesson grinding, and purify the atmosphere of our schools, in the day when our work shall be tried, there will be written over it the word that stands at the head of this article.

THE TRUE FUNCTION OF A TEACHER.

Joseph Payne, in his notes of a professional tour among German Schools, makes the following valuable observations in regard to the true work of a teacher. They deserve to be read and pondered :

It is usually thought that the test of a teacher's power is his competency to "communicate," as it is called, the knowledge that he possesses to his pupils. If we find him earnest in his work, intent in dealing out facts which he knows to his class, and giving them clear explanations of what he conceives to be difficult, we generally pronounce him to be an excellent teacher. The test is, however, fallacious; for, after all, it is more than possible that he has communicated (that is, that the hearers have received and incorporated) little or nothing of his prelection, and that their minds were simply passive under the torrent of words with which he has drowned them. He has taught, certainly, but they after all have not learnt; and it may happen, indeed often does happen, that just in proportion to the care with which he has mixed their food for them, is its unsuitableness for their nutrition. He has, in fact, done for them what, if they were to gain strength and power from the lesson, they ought to have done for themselves. He has been hard at work, and they have done little beyond looking on. Assuming moderate attention, or at least the appearance of it, on their part, they may have gained now and then, in a fragmentary way, something which happened to be *en rapport* with what was already in their minds; but the doubts and difficulties which at the moment suggested themselves, and the solution of which by their own reflection would have been most valuable to them, have been repressed by the necessity imposed on them of trying to keep up with the long strides of the teacher advancing in his way. They quicken their steps, but find a mist in the path, which thickens as they proceed. They hear but cannot see their leader, and at last give up the

attempt to overtake him. The rest of the lesson is therefore utterly useless to them, and they cease to give any heed to it.

Now, suppose on the other hand that the teacher, instead of assuming that his knowledge of the subject in hand, and his power of telling and explaining, constituted the proper qualifications for his office, had assumed, on the contrary, that his business was, before everything else, to elicit the pupils' powers, not to display his own—to make them think, not to think for them—to make them do the talking and explaining, not to do it for them—to receive, not to give—his plan of action would have been altogether different, and the results would have been different.

He would have thought to himself—I know well myself the subject I have to teach these students, and my knowledge will enable me to direct their attention to its various points of interest, but it will be of no service to them simply to tell them what I know. My knowledge, as far as it is the product of my own research and thought, cannot possibly be communicated to them. In order to possess it, they must themselves go through the processes by which I gained it. My business, therefore, is not even to attempt to impose it didactically upon them, but to put them in the way of obtaining it themselves. The function of a teacher is to get his pupils to learn—to learn for themselves—by the exercise of their own powers. But what is “to learn?” To learn is to know, and in the true sense of the term we know, not what we have been told by others, but what we have observed and thought out for ourselves. Knowledge, which we can properly call our own, is the result of our own experience—not of the experience of others. What I have to do, then, is to make my pupils learn through their own personal experience. This is a reality—a matter of fact. The experience of others, the results of that experience, may in time supplement personal experience, but it cannot, in forming the mind, be allowed to supersede it, and is therefore to the elementary student an unreality. It is a fact which does not concern him. What does concern him—vitality and indispensably—is the exercise of his own powers, and by this exercise I mean not the mincing over again what I have minced for him, but the practical contact and contest of his own jaws with the food, and the conversion of it, by the forces of his own stomach, into “the blood which is the life.” My object, then, is sufficiently defined. It is to utilize, by all the means within my compass, the powers that God has given to every human being, and to do nothing which shall tend to neutralize them. And I know, from my study of the nature of the mind, and from my observation of the mental activity of children in their self-teaching, through natural circumstances,

and in kindergarten and infant schools, that children have minds, and can be got to use them if the proper means are employed. My aim then shall be, whether I have children merely as to age or children as to knowledge, to teach, not to tell and explain, what I know (since by so doing I should deaden, or at least neutralize, their powers), but to animate, stimulate, quicken, and guide them, by requiring self-teaching, self-action, and self-education.

Now, if these principles are grounded in nature and truth, I cannot but believe from what I have seen that both the teachers and the taught in Germany as well as in England have something still to learn.

I wish to add a few words on a point intimately connected with the foregoing discussion. I noticed in Germany what is too common in England—the extraordinary tendency of teachers to make their teaching, or rather the result of it, prematurely regular and systematic. Hence the almost fanatical attachment to rules and formulæ. The teacher thinks the pupil has done nothing unless it is reduced to rule and system. In other words, he is so intent upon the production of the flower that he neglects the culture of the growing plant, which, after all, should be his main concern. The premature introduction of the systematic and scientific often stunts or even stops the natural development of the mind. That distinguished teacher Diesterweg thus puts the case generally: “It is not what is complete and already made, but that which is individual, that which is, that concerns the learner. The true teacher does not show his pupil the ready-made building, the product of a thousand years’ labor, but guides him in shaping the building stones, carries up the building with him, teaches him how to build.” To this he adds: “The so-called Scientific Method is deductive, synthetic, progressive, logical, and often indeed in the most cases purely dogmatical. The elementary method (that suited to elementary teaching) is inductive, analytic, regressive heuristic (from *eurisko*, I find out). The former consists in proceeding from above to below, the latter in proceeding from below to above. In the former you begin with the top, and work your way downward to the foundation; in the latter you begin with the ground work on which the house stands, and advance upward to the summit.” To the same purpose we find the great teacher Wolf quoting from Tanaquil Faber, an excellent mathematician, a passage in which he comments on the error into which some teachers fall in making their elementary lessons severely scientific and systematic. The natural method dictates to the teacher the fixing of the learner’s whole attention on the individual thing—on that which is, the fact—and leaving the co-ordination and classification of facts until these are represented in the

mind by accurate ideas. If only a tithe of the labor expended by the teacher in teaching rules were expended in securing the learner's thorough acquisition and appreciation of facts, the results would in the majority of cases be far more satisfactory than they are. According to our notion, indeed, the framing of rules, formulæ, and general propositions is, under the teacher's guidance, to be the work of the learner in the presence of facts that he knows; and therefore in no case (in elementary instruction) is the experience of others (of which ready-made rules are the product) to be allowed to set aside the learner's own personal experience, which afterwards must form the foundation of his mental structure, and must be taken as the base of operations for the teacher.

The upshot of these remarks is obvious. It is that the true function of the teacher is to get his pupils to learn—*i. e.*, to know that they cannot know, in any accurate sense of the term, what they do not learn by personal experience; that is, by the working of their own minds; or, in other words, by self-instruction and self-education. Whatever apparent success a teacher may gain through interference with this principle, operates *pro tanto* against the interests of the learner by diminishing his independent power. This consequence results whenever the teacher does for the learner what he can and ought to do for himself by observing, analyzing, investigating; in a word, thinking for him. The learner, even though a young child, can observe, compare, form and express judgments upon facts, and the teacher's proper function is to stimulate and guide him in the exercise of these powers, but never to supersede them. If, however, these principles are just, it is submitted that teachers, not only in England, but even in Germany, the land of pedagogy, very often neglect or abuse their proper function.

HISTORY AS A SCHOOL STUDY.

To the young man whose mind is already disciplined by severe scholastic pursuits, no other subject will so readily yield all the elements of moral culture as history. To the schoolboy, on the other hand, it is of value only in so far as it brings to his knowledge wonderful deeds done in the discharge of patriotism and duty. In all other respects it is utterly barren of good results, and involves a futile expenditure of valuable time. A dim outline of royal genealogies, of dates, the intervals between which are full of plottings and counter-plottings, and of

facts which, however capable of interpretation by the matured capacity, are, to the raw experience of the child or the boy, little more than an exhibition of the worst passions that afflict humanity, and all these epitomized into small compass and only partially and fragmentarily acquired—such is school history. It seems to us, therefore, that the study of history in the primary school is little better than an abuse of time.

And when we further consider that this subject, so fruitless of good results, obtrudes itself into a region which ought to be sacred to the varied culture, literary and scientific, to which exercises in advanced reading and writing ought to be made subservient, it cannot be too much discouraged. The thing chiefly to be regretted is that teachers, otherwise intelligent and earnest in the discharge of their duty, should be led astray by the mere semblance of solid instruction which is yielded by bald historical records.

The proper place of history in the primary school is in the library. The children will require little encouragement to read it if it be written in a style to suit their age, and they will always welcome gladly a public reading of the narrative of some great event by the master himself as an occasional reward of good conduct, or as a relief from the tedium of the day's routine.—*Laurie.*

History is knowledge which has for its object the progress of a nation or of the race. The first is national history; the second is general history. The knowledge is elementary and scientific. Elementary history is knowledge of the facts of progress; scientific, of the causes of the facts. In the teaching of this subject it should be the aim to trace the growth of the nation in territory, in population, in wealth, in civil organization, in modes of living, in religion and in learning. Only those events should be taught which have an important bearing upon progress, either to help or to hinder.

Much prominence should be given to the men and women who have contributed to the nation's progress, in the arts and industries as well as in politics and war, that their example may stimulate the pupils to live patriotic lives. As most of the information must be gathered from books, the teacher should aid the pupils to realize the events by maps, plans, pictures, and, when practicable, by autographs, coins, weapons, dress, utensils, furniture, etc. The pupils should be directed to the best sources of information, and taught how to read.

The assignment of lessons and the recitation of them should be by *opics*. These topics should be so prepared that the pupil may readily

see from them the relation of events to each other, and hold this relation in mind with the facts.

The sources of information are, oral instruction, traditions, monuments, histories and books of reference. Care should be taken that the events learned hold an important relation to the progress of the people whose history is the subject of study.—*Dickinson.*

A PRIMARY HISTORY LESSON.—The children (twenty in number) were only seven or eight years old, and I wished much to hear how they would be taught history. The teacher solved the question very easily, by telling them the story of Ulysses, in which she joined on, in some way that I did not quite understand, the tale of Orpheus and Euridice. It was chiefly the latter with which she dealt, and she told it with uninterrupted ease and fluency to a highly appreciative audience. At the close she asked many questions, which were answered in a way that showed that no parts of the story had escaped attention.

I wished to hear what the teacher had to say about teaching little children history; so I asked her whether she called those stories history. Her answer (in which I fully agreed) was that stories of this kind—that is, which excite the imagination and yet have a sort of historical foundation, and bear upon historical names—are the only basis you can lay for history-teaching in the case of such young children. "Better," I enquired, "than even the history of the Fatherland?" "Yes," she replied, "the history of the Fatherland is too difficult." I found, in fact, that in this class there was no bothering of little children with dates, which to them could have no meaning, nor exposition of ready cut-and-dried judgments (conveyed only in single epithets) of persons about whom the children knew no facts which could warrant the judgment.

I am quite persuaded that much of our teaching of history to young children is almost immoral, as involving the systematic implantation of prejudices which take deep root, and often produce very undesirable fruits. Dr. Arnold recommended that children should be taught history by means of striking stories, told as stories, with the addition of pictures, which would make the interest more varied.—*Joseph Payne's Visit to German Schools.*

A man should never be ashamed to own he has been in the wrong, which is but saying, in other words, that he is wiser to-day than he was yesterday.—*Pope.*

NOTES AND QUERIES.**SHALL BOYS AND GIRLS TEACH?**

At this date there is more good teaching done by young persons than by old, for the same reason that white sheep produce more wool than black ones. Very few teachers follow the profession far towards sunset. The best teachers among the country schools are now between the ages of twenty-five and thirty-five, generally men with families. The young lady starting at eighteen and working with an unselfish purpose is certain to accomplish much good.

Though it is possible there are too many boys and girls teaching, yet I would not discard all, for the reason that apprentices are needed. True, any profession would deteriorate when entrusted entirely to children; yet I would not dare to supply all the schools with old teachers, for they might die before a new set are trained. Teachers should discuss this subject with more reason and fewer superlatives. We may pronounce prematurely. The poorest teacher I ever saw was about sixty years old. I was with him one day. He did not teach; he heard lessons and scolded from morning till night. One of the best teachers I ever knew was nearly seventy; he took pride in his work, and it did one good to witness his efforts and note the results. I have learned much from young teachers as well as old, during my forty years' work in the school-room.

I have a high respect for the earnest teacher, young or old; but I will try to restrain my feelings when speaking of the school director that hires a young collegian of sixteen or eighteen, a stranger, perhaps, in preference to his nearest neighbor, who is a better teacher, of mature years, long experience and good reputation. Directors should employ the best teachers, without regard to sex, age or locality.

I have no feelings but pity for the wretch who said that children care less old people but never love them. I don't know how much natural depravity there is in children, but hypocrisy is not a part of their nature.

JONATHAN HUNT.

Monroeville, O.

COLLEGE OF TEACHERS.

In reply to the query of Mr. Doggett, on page 585 of the December MONTHLY, I may say that there is in the library of this college a volume entitled "Transactions of the Eighth Annual Meeting of the Western Literary Institute and College of Teachers, held at Cincinnati, 1838." The volume contains 256 pages. The table of contents is too long to be given here, but some of the more prominent names in

it are W. H. McGuffey, C. E. Stowe, Hon. John McLean, B. P. Aydelott, A. Wylie, E. D. Mansfield, Mrs. A. H. L. Phelps, J. C. F. Salomon, J. F. Meline, and others. On one of the first pages is the following: "It was unanimously resolved that a volume containing the Transactions of the College be published, corresponding in size and execution with the preceding volumes, to be delivered at the following price: \$1.00 per volume, neatly bound." C. W. S.

Ohio University.

ANSWERS TO QUERIES.

Additional answers to Query 2, page 488, have been received. We do not think best to give further space to solutions of this problem. D. S. Pond, Rochester, Ohio, gets 45 per cent. gain as the answer, and expresses surprise that "so many distinguished educators should fail to solve so simple a problem;" but we think *he* misapprehends the conditions of the problem. W. W. Dunkin, Little York, Ohio, gets the correct answer, 250 per cent., by a very short process. S. A. Gossett, Cheviot, Ohio, also gets 250 per cent., by an algebraic solution, and says that "Metcalf and others make the mistake of saying that the *rate* of gain would have been 5 less, whereas the problem reads, the *gain* would have been 5 per cent. less." This is, in substance, what we said last month. P. R. Mills, Pasadema, Cal., says his solution was written without the problem before him, and admits that his solution applied to a problem different from the one in question. M. F. Andrew, Five Points, Ohio, gets 45 per cent. for an answer, but he, too, fails to discriminate between the expressions, "my gain would have been 5 per cent. less" and "my per cent. of gain would have been five less."—ED.

Q. 1, p. 588.—At the request of the editor, Commissioner Brown submits the following answer:

"Is it a violation of the Statutes of Ohio for a school examiner to serve as an instructor in a teachers' institute which continues for one or for several weeks?" is a question for the courts finally to answer.

County school examiners are in one sense responsible for the condition of education in their respective counties. As a rule, these officers have more knowledge concerning the wants of the schools and the qualifications of teachers, than other persons. Examiners ought to be, and in most cases are, teachers. As such they possess some of the qualifications of institute instructors.

In the period through which our schools have recently passed, first class institute instructors were sometimes difficult to obtain. Indeed such instructors are still few, but their number has so increased that the employment of "home talent" for institute work is no longer necessary.

In general, the fresh thought which an eminent educator from a distant country or State brings into an institute, is more valuable than

anything "home talent" can give. Institute committees, however, can not dispense with the support of examiners who are officially in a position to encourage and to stimulate the growth of professional interest among teachers.

If I were to sum up my views on the question under consideration in a single rule of action which institute committees could safely follow, it would be this: Never employ "home talent" when as good talent may be obtained abroad.

LEROY D. BROWN.

County institutes are not schools within the meaning of the statute, I apprehend. So the law is not violated in the case cited.

E. A. TUTTLE.

We have no statutory or judicial definition of "School" or "Normal School." If the question were before a court, it would seem to be the function of that court to fix limits to the statutory significance of the terms, in order to interpret and apply the statute. The question is not before a court, and, without attempting to define, I shall simply partially imply in my answer the sense in which they appear to me to be used in the statute.

The language, "shall not be connected with or interested in any normal school or school for the special education or training of persons for teachers," appears to me to refer to schools organized and maintained for the pecuniary profits flowing from them to those who organized and maintain them; for the training—not of those who are already teachers—but of "persons *for* teachers;" that is, persons who design *becoming* teachers when their "education and training" shall be completed. This, of course, does not imply that some who are already teachers may not attend such "normal school;" but I believe the fundamental idea of the "normal school" is the "education and training of persons *for* teachers."

A "teachers' institute" is organized by "not less than thirty *practical* teachers"—that is, by persons who are already practically engaged in the work of the profession, not those who are in training for the purpose of fitting themselves to enter it; and is for the purpose of improving "such teachers *in* their profession"—not for the purpose of "educating and training" them *for* the profession—not for the preparation of such teachers for *entering* the profession. In other words, the law presumes that the students in a normal school are preparing to secure teachers' certificates—their legal admission to the profession; and that those who organize an institute not only hold such legal evidence of admission to the profession, but have also practiced the profession. Those who organize and control an institute derive no pecu-

niary profit from it, and the instructor's "interest" in it is limited to the stipend agreed upon between him and the executive committee, who are individually responsible upon their bond for the proper use of all money coming into their hands from the institute fund. The proviso of the statute referred to was evidently inserted for the purpose of excluding from boards of school examiners persons who, being "interested" pecuniarily in some "normal school or school for the special education and training of persons for teachers," would by virtue of their official position, if on a board of examiners, be able, directly or indirectly, to influence persons to attend their particular "normal," and thus increase their profits. It makes no pecuniary difference to an instructor in an institute whether few or many teachers are in attendance; therefore an examiner, as instructor, would have no pecuniary reasons for influencing attendance, and therefore no reason for favoring, at an examination, those who were in attendance, or wronging those who were not.

I am of opinion, therefore, that the institutes authorized by Sec. 4086 of our statutes are not such schools "for the special education and training of persons for teachers" as are contemplated by the proviso in Sec. 4069, quoted in the query, and that a county examiner may serve and be paid as an instructor in such institute without violating either the letter or the spirit of the statute.

Barnesville, O.

H. L. PECK.

It does not seem to have been the intention of the framers of the statute in question to exclude institute instructors from the office of county examiner. Had such been the intention it would have been easy to say so.—ED.

Q. 2, p. 588.—Immediately after the last declaration of war with England, Elbert Anderson, a contractor, was purchasing provisions for our armies at Troy, N. Y. One of the inspectors was Sam. Wilson, familiarly known as "Uncle Sam." The casks were branded "E. A.—U. S." A workman being asked what the mark meant, said he "didn't know unless it meant Uncle Sam." The joke reached the army and spread like wild fire. (See Webster's Unabridged Dictionary.)

S. M. T.

Leesburg, O.

To the same effect, D. M. Guy, E. A. Tuttle, A. M. Mattison, and others.

Q. 3, p. 588.—*Generation*, "The body of those who are of the same genealogical rank or remove from an ancestor; * * also the ordinary interval at which one rank follows another."—(Webster.)

i. e., I suppose, the period elapsing from the birth of a son until he may be presumed to become a father, say about 25 years. A father

is of the first generation; a son, of the second; a grandson of the third, etc.

Q. 4, p. 588.—Yes. I enclose a clipping from the correspondence of *The Oberlin News*:

Up to five o'clock this p. m. (Nov. 4) the election was passing off quite smoothly, the only challenged vote being that of Herbert Morse, whose birthday is to-morrow, the 5th inst. The decision of the Supreme Court came by telegraph to the effect that he was a voter, and the challenge was withdrawn.

Blackstone lays down the principle as to the date of legal age. A man completes his twenty-first year upon the day preceding the anniversary of his birth.

E. A. TUTTLE.

Q. 5, p. 588.—“An active, intransitive verb, followed by a preposition and its object, will sometimes admit of being put into the passive form; the object of the preposition being assumed for the nominative, and the preposition itself being retained with the verb, as an adverb.”

A. M. M.

“*Will be heard from*” should be parsed together as a verb in the passive voice. The *active* would read, “We will hear from him presently.” In changing to the *passive*, the object “*him*,” becomes the nom. “*he*,” and the preposition “*from*” becomes a part of the *passive form*.

O. T. C.

Some would call “*will be heard from*” a compound verb; and this is my preference; but others would call “*from*” an adverb, modifying “*will be heard*.” There is abundance of authority for both methods.

Brecksville, O.

T. D. OVIATT.

“He *will be heard from* presently.” “They *will hear from* him presently” is the active form. *Will hear*, in the active form, is an intransitive verb and can not be used in the passive form, since it has no object in the active to become the subject in the passive. But intransitive verbs followed by prepositions are sometimes treated as if they formed with the preposition a compound verb, which, being transitive, can be used in the passive, as above. Hence, although in parsing the active we parse *will hear* and *from* separately, nevertheless we should consider *will be heard from* as a compound verb, the passive voice of the transitive verb *will hear from*. *From* is not an adverb.

J. L. LASLEY.

Q 6, p. 588.—“*Will be*” is the grammatical predicate. “*Will be* here immediately,” the logical predicate.

F. O. R.

Will be is an intransitive (not copulative) verb, and is the predicate.

J. A. O.

"He will be here immediately" is equivalent to he will be *in this place* immediately. *Here* does not mean *present*. Hence *will be* is predicate, *here* being an adverb. The notion that many have of calling *here* predicate, simply to carry out a form, is ridiculous.

J. L. LASLEY.

In this sentence I prefer Whitney's method. He would call "will be" a copulative verb, and "here" an adverb used as a predicate adjective. Many, however, would call "will be" the predicate, and "here" an adverb modifying it. In either case, "immediately" modifies "will be."

T. D. OVIATT.

Q. 7, p. 588.—*Worth* is a verb in the imperative mood. The Middle English was *worthen*, to become, to be. The expression means "Evil be to the chase."

A. M. M.

Worth, verb, imperative, third person. The noun, *chase*, is in the dative case. See Webster's Dictionary. Gould Brown would call *worth* a proposition.—See p. 534, Obs. 9 of his Grammar of Grammars.

J. A. O.

"Worth" used in the sense of *to be*; *to become*; *to betide*; in which the verb is in the imperative mode, and the noun in the dative. Woe be to the chase.

C. E. D.

Q. 8, p. 588.—Chinamen have already been naturalized in the U. S., I believe.

E. A. TUTTLE.

Yes. The constitution does not prohibit any foreigner from taking out naturalization papers and becoming a citizen of the United States.

J. K.

No, because the acts of Congress read, "Any alien being a free *white* person may become a citizen," etc. In 1870 a provision was made extending the privilege to aliens of African nativity, or persons of African descent. No provisions have been made for Mongolians, Malays, or Indians.

T. W. O.

Apple Creek, O.

The action of Congress concerning Chinese immigration has raised some question as to the eligibility of Chinamen to citizenship, upon which we understand there is diversity of opinion in the courts. We know one Chinaman living in Akron who is a voter.—ED.

Q. 9, p. 588.—Had he sold *all* his goods at a *profit* of 20 per cent., his gain would have been \$200. But by selling some at 11 per cent. *loss* his gain is reduced (\$200 — \$100) \$100. The difference between selling at a *profit* of 20 per cent. and a *loss* of 11 per cent. is 31 per cent.; but the difference in money is \$100. Hence, 31 per cent. of the part *sold at a loss* = \$100, and 100 per cent. = \$100 ÷ 31 =

$322\frac{1}{4}$, amount sold at a loss, and $\$1,000 - 322\frac{1}{4} = 677\frac{1}{4}$, amount sold at a profit; or $\frac{1}{4}$ was sold at a loss of 11 per cent., and $\frac{3}{4}$ was sold at a profit of 20 per cent.

G. W. LEAHY.

Marshallville, Ohio.

Solution by the rule of "Double Position :

I. Assume \$600 at 20 per cent. gain, and \$400 at 11 per cent. loss.

20 per cent. of \$600 less 11 per cent. of \$400 = \$76, net gain, which is too small by \$24.

II. Assume \$800 at 20 per cent. gain and \$200 at 11 per cent. loss.

20 per cent. of \$800 less 11 per cent. of \$200 = \$138, net gain, which is too great by \$38.

III. $(\$38 \times 600 + \$24 \times 800) \div 62 = \677.42 , cost of goods sold at a gain of 20 per cent. ; and $\$1,000 - \$677.42 = \$322.58$, cost of goods sold at a loss of 11 per cent.

P. R. MILLS.

Pasadena, Cal.

Correct answers were also received from D. B. B., J. L. Lasley, James Keeling, C. E. Davis, S. A. Gossett, O. T. Corson, J. A. Oursler, Mrs. C. D. Hubbell, and M. C. Heminger.

Q. 10, p. 588.—Answers reserved until next month.

QUERIES.

1. What advantages did Great Britain obtain from our civil war?

I found this question in the latest "Ohio School Report," among the questions used at county examinations. If Great Britain reaped any benefit from our civil war, I confess that I am ignorant of it.

W. D. D.

2. What is attic salt? Give the origin of the term.

3. Who is "Davy Jones?" Whence did the name originate?

C. E. D.

4. If a note drawing annual interest and having payments indorsed, should reach the U. S. Court for collection, by what rule would the interest be computed?

W. W. D.

5. When it is five minutes after twelve o'clock on Sunday morning at Honolulu, what is the hour and day of the week at Sydney, Australia?

This problem is found in the new edition of Rays' Higher Arithmetic. The principal of a high school asks for a solution.

6. In two triangles erected on opposite ends of the same base, the hypotenuses are respectively 40 and 60 feet, and cut each other 15 feet from the base. Required the base.

J. A. O.

7. A man bought two horses for \$300, and sold them for \$250 apiece; he gained 5 per cent. more on one than on the other; how much did he pay for each horse? E. V. R.

8. Is *than* ever used as a preposition? If so, give an example.

J. A. O.

9. My teacher whipped me justly, as I think; wisely, as I believe; soundly, as I know. Parse "*as*." J. A. O.

10. I have just come from there. Parse "*there*."

M. C. H.

11. Three *times three* are nine. Parse words in italics.

F. H. B.

12. Parse words in italics. "I know we shall have *him well to friend*."

"*What* with you and the children, I'm made a perfect *slave of*."

T. D. O.

13. The wall is ten *feet six inches* high. Parse words in italics.

W. A. V.

AN ARITHMETICAL CURIOSITY.—Not the least of the curiosities of arithmetic is the fact that the squares of numbers ending with the same figure form a regular series, with a sort of *quasi* arithmetical ratio. The number to be added to one square to form the square of the next higher number ending with the same figure, is not, as in Arithmetical progression, a "common difference," *i. e.*, a constant, but itself varies according to a fixed law. These *addends* form a true arithmetical series with the common difference of 200, as will be seen below. In each series, the first line contains the numbers; the second their squares; the third, the addends.

SERIES OF 1'S.			SERIES OF 2'S.		
1	1	120	2	4	140
11	121	320	12	144	340
21	441	520	22	484	540
31	961	720	32	1024	740
41	1681	920	42	1764	940
51	2601	1120	52	2704	1140
61	3721	1320	62	3844	1340

The same may be shown of numbers ending with any other figures than 1 or 2, but the examples given will suffice.

For the squares of the series of numbers ending with 3, the *addends* form the series 160, 360, 560, etc.; for the 4's, 180, 380, 580, etc.; for the 5's, 200, 400, 600, etc.; for the 6's, 220, 420, 620, etc.; for the 7's, 240, 440, etc.; for the 8's, 260, 460, etc.; for the 9's, 280, 480, etc.; and for the 10's, 300, 500, etc.—J. W. PEARCE, in *Louisiana Journal of Education*.

EDITORIAL DEPARTMENT.

THE COUNTY INSTITUTE OF THE FUTURE.

The paper of Superintendent Duff, with which this number opens, voices the sentiment of a large and increasing number of Ohio teachers, on the subject of which it treats. We are glad to lay before our readers so clear and full a statement of this view. Whatever difference of opinion may exist concerning the management of county institutes, all will agree that Mr. Duff has a direct and pleasing way of saying what he thinks, leaving no one in doubt concerning his meaning. It must be admitted, too, that the facts and figures presented have weight on his side of the question.

There is no doubt that the institute in many counties might be made much more fruitful than it is, and it is altogether probable that there is room for improvement in all. There are elements of good in Mr. Duff's plan, but it is not clear that it would prove a panacea. Some of the most stupid and stupefying work we have ever seen attempted in an institute, was conducted after Mr. Duff's plan of class instruction. In the institute as in the school, much less depends upon the plan or method than upon the character and spirit of the teacher. Hence we say unhesitatingly it would not be wise to limit institute committees to the employment of home talent. The true policy is to get the best instructors, no matter whether they are found in the home or the foreign field.

We do not agree with Mr. Duff in regard to the institute fund. It should be increased rather than diminished. The diminution which resulted from extending the time of teachers' certificates, should be offset by increasing the fee. Formerly, certificates were granted for six, twelve, eighteen and twenty-four months; now, for one, two, three, four and five years. The time has been more than doubled; it would be no increase of the tax on the teachers to double the fee, and this the Legislature should promptly do. The bill to that end, as we understand, has passed one branch of the Legislature, and only awaits the action of the other branch. We do not think any teacher of reasonable mind and a spark of professional spirit will object.

We agree with Mr. Duff that the work of the institute should be closely fitted to the needs of the teachers; and to this end the instruction should be largely elementary. The young and inexperienced have the largest claim. Their desire for instruction in "those methods whereby a little child may be taught to read," and whereby he may be led "through the mazes of long division," should be gratified. But we do not believe it is a chief function of the teachers' institute to coach young teachers (or old ones either) for the county examination. Just here lies one of the chief obstacles to the success of Mr. Duff's plan. There is, in nearly every county of the State, a considerable element among the teachers, whose ideal of excellence is realized in the institute which affords most help to pass the ordeal of the county examiners. To yield to the

wishes of this class is to defeat the main purpose of the institute, and we fear that this would be the tendency under the plan proposed.

We have heard before of the "you-tickle-me-and-I'll-tickle-you" complaint, whose symptoms our essayist so vividly describes; but we are not aware that we have ever seen a case, though in the past thirty-five years we have sustained almost every possible relation to both county and city institutes—learner, committeeman, president, "home talent" and "foreign instructor." Perhaps the disease has been confined to "the next county," or it may be that we are not skilled in detecting the symptoms. We have seen, however, some bad cases of *institute ring*, caused by over-feeding on "home talent." We have heard recently of some chronic cases of this kind, which do not seem to yield under ordinary treatment.

More seriously, we suppose that abuses may grow out of any plan of conducting county institutes. As we have already intimated, more depends upon the character and spirit of the instructor than upon the plan or method. That is the best institute which imparts most of the spirit of the true teacher, which invigorates and inspires most, and does most in the direction of forming high ideals.

We bespeak for Mr. Duff's paper a careful reading. Its spirit is good, and its suggestions are worthy of thoughtful consideration by all concerned in the management of our county institutes.

The following extract from a private letter will explain itself:

After reading for the third time the article in the December MONTHLY on "Unconscious Tuition," I cannot refrain from writing to thank you for giving it to us. Surely it is a masterpiece. Sometimes when reading or hearing papers on our obligations as teachers, I have felt like crying out in despair, "Lay no more burdens upon us. Are we not already crushed beneath the weight of responsibility which we feel?" But this paper, while it reveals with singular vividness the duty resting upon us, yet carries with it such a helpful and strengthening power that it inspires determination and hope. It presents a most exalted ideal and neglects not to speak of the means by which it is attained. It brings commendation and joy to the few who are worthy, and has also the word of encouragement for the mass of us who have made, as yet, but little progress.

Such words stir the soul to its depths with unvoiced thoughts, and breathe forth a holy, sacred influence which is uplifting and purifying. At such times our eyes are opened and we see more clearly than ever before that character is the one thing which shall endure.

E. M. N.

Cleveland, O.

There is something in the Word of God that awakens, enlightens and stimulates the human mind: it is the mind of God. And the children of Scotland had no more precious blessing in the land of their birth than to spell, pronounce, see the meaning and emphasize the thoughts of God revealed for the salvation of men. Protestant Christianity first thought out the common school that common people might learn to read the Bible; Protestant Christianity first founded the common school and put the Bible in it as a reading book; Protestant Christianity has kept the common school until to-day upon a firm

foundation with whatever of Bible reading there is in it; and we will deserve to lose both our Protestantism and our Christianity if we now give up the Bible in the school at the demand of the Papist and the infidel. Instead of yielding to the pressure of these two parties and giving up the reading of the Bible at the opening of each school-day, why should we not seek to regain lost ground, and urge that the Bible have its old place as a reading book? If we must fight on this question, let us carry the war into Africa.—*Christian Nation*.

The Bible is the best book. Its words are pure words. It contains the best instruction and the highest wisdom. It has no equal in all the world as a means of guiding the life and forming the character of men. But any attempt to give it effect by the use of force, by "carrying the war into Africa," defeats itself. It always has been so; it always will be so. The Bible is effective only as it convinces and persuades men.

We would rejoice to see the Bible in every school in the land; and we do not believe any authority ought to exclude it from any school. But at the same time, we do not believe it is prudent or profitable to keep it in any school by the force of human authority. The Bible is abundantly able to take care of itself. All it requires is to be left, as its author has left it, free everywhere.

Anent the subject of moral training in schools, the following passage from the pastoral letter of the recent Catholic Council in Baltimore is in place. We fully endorse the sentiment expressed, however we might differ with the Catholic bishops in its practical application:

Childhood and youth are periods of life when the character ought especially to be subjected to religious influences. Nor can we ignore the palpable fact that the school is an important factor in forming childhood and youth—so important that its influence often outweighs that of home and church. It cannot, therefore, be desirable or advantageous that religion should be excluded from the school. On the contrary it ought to be one of the chief agencies for molding the young life to all that is true and virtuous and holy. To shut religion out of the school and keep it for the home and the church is logically to train up a generation that will consider religion good for home and church but not for practical business in real life. But a more false and pernicious notion could not be imagined. Religion in order to elevate people should inspire their whole life and rule their relations with one another. A life is not dwarfed but ennobled by being lived in the presence of God. Therefore, the school, which principally gives the knowledge fitting for practical life, ought pre-eminently to be under the holy influence of religion.

Child-nature should be the teacher's a b c book, and his most advanced lesson book. Every right principle of education is based in the nature of the child to be educated. Without a fair knowledge of what a child is and how it grows, the teacher is the merest pretender; without a comprehensive knowledge in the same direction, he cannot make high attainment in his calling.

After the foregoing sentences had been written, we came across the following passage in a recent Nashville school report:

"Profound attainments, broad culture, and professional training are prime essentials in the accomplished instructor; but there is another element that must be conjoined with these to secure complete success. This is the power to understand the minds and hearts of children so as easily to command their respect and sympathy. Some appear to be endowed by nature with this kind

of magnetism, but the great majority possessed of it have acquired it by emulating high models of excellence, practicing patient self-control, and carefully studying the laws of mind."

A teacher who recently resigned her position in one city to accept a position in another, thus records her impressions:

"I must confess that I have been disappointed about some things, but perhaps the fault is mine. I think the excellence of the schools here is largely due to supervision. I like the superintendent better than I expected. He is rather peculiar, I think, but a man of a keen, logical mind. He impresses me as one who is able to see all sides of a subject. He is very cautious in his statements, and I should trust his word to any extent.

In one particular I have been very agreeably surprised. I had been led to believe that the teachers were very much overworked, but I find they are not worked as hard as we were in ———. The superintendent there is a man who runs the examination and percent craze to its extremest limit, and he has positively no mercy or sympathy for his teachers. I find that such work here is reduced to a healthful minimum, and it is certainly a great relief."

The following is a librarian's wail which we clip from the *Library Journal*. We opine there are not a few principals and superintendents of schools who could join heartily in the refrain:

I've trained up a nice little woman, bright and handy, and now I ask to have her appointed as assistant. But a lot of second-rate lawyers they have put in as trustees want a lawyer's daughter put in, as he has drunk whiskey till he can't support his family, whereas my competent young lady has a doctor for her father, who has a \$2,000 practice, though he has plenty of children to use it on. Justice? Keeps me training up *girls* all the time. I've a mind to make this one train herself up.

In the best schools the recitation hour is really the most important study hour. The time is not occupied wholly nor chiefly with "saying lessons." Curiosity is aroused, interest is awakened; the pupil is kept on the alert, while he is trained to observe and reflect. It should be a leading aim of the recitation to teach pupils how to study. Not all of school time should be used in this way; some must be reserved for practice. As the pupil grows older he should have more and more time for solitary study—for acquiring by his own unaided effort.

How to make school time most valuable to each pupil is the schoolmaster's problem. To enable each pupil to make the most of his time and opportunities is an aim worthy of the deepest thought, the greatest ingenuity, the highest effort. The teacher should keep constantly before his mind a high ideal of his pupils' possibilities, and should strive unceasingly to realize his own ideals.

The exact and elegant expression of thought is a fine art. It involves the highest of all arts, the art of clear and effective thinking. The power of forming clear ideas and giving them exact and elegant expression is one of the highest and best products of education.

We have printed a large edition of this number with a view to sending out a good many sample copies. Our friends can do us a favor by sending in the names and post-offices of teachers and other friends of education not subscribers, who ought to receive the MONTHLY.

There has been quite a demand for the December number, containing Dr. Huntington's grand classic, "Unconscious Tuition." A few copies remain which we will continue to send gratuitously, as long as they last, to new subscribers for 1885. Any who do not receive a copy may conclude the supply is exhausted.

The teacher should study and practice economy of speech. He should not waste words. Aimless, pointless talk is the besetting sin of many teachers. That was a good law among the old Spartans which imposed a fine on every citizen who used three words when two would serve the purpose. If you wish to exert a strong influence over your pupils, let your words be few and well chosen.

A subscriber, in renewing his subscription, adds the following piece of information:

"Ours is only a district school of forty-three pupils, with the terrible 'big boys,' and the usual 'unenviable record;' but the MONTHLY and one teacher will easily succeed this winter where three consecutive teachers without the MONTHLY managed to fail last winter."

That is the way it works.

EDUCATIONAL INTELLIGENCE.

—The Richland County teachers' institute holds a four-days session at Bellville, beginning Dec. 30.

—A joint meeting of the teachers of Portage and Summit Counties will be held at Akron, January 10, 1885.

—The fourth annual session of the Ohio Music Teachers' Association was held at Columbus, Dec. 30 and 31. N. L. Glover, of Akron, presided.

—The schools of Sandusky have a larger and more regular attendance this year than ever before. Dr. Ellis and his excellent corps of teachers are to be congratulated.

—The Champaign County Reading Circle seems to be well organized and active. A meeting was held on the second Saturday of October, and another one on the second Saturday of December.

—The schools of Lima, Ohio, are moving along prosperously under their new superintendent, J. M. Greenslade. There are thirty-five teachers and 1600 pupils. The per cent of attendance for the month of November was 95.

—We intended to notice before this the permanent organization of a city teachers' institute, in connection with the schools of Portsmouth, Ohio, under the efficient supervision of E. S. Cox. A two-days session was held, October

24th and 25th. with Dr. Hancock and Commissioner Brown as instructors. This is a step in the right direction.

—Mount Union College is in a more prosperous condition and has a more encouraging outlook than for a number of years. It is free from debt and active steps have recently been taken toward raising an endowment of \$200,000.

—Five counties of Wisconsin have each recently elected a woman to the office of county superintendent of schools. All right. We hope other counties will do likewise. But Ohio cannot afford the luxury of a county superintendent of either sex.

—The Columbiana County Branch of the O. T. R. C. is well organized and at work. The year's work is carefully mapped out, and a plan suggested for the organization of township circles. The teachers of Columbiana are active in every good work.

—A meeting of the Trumbull County teachers' association was held at Warren, on Saturday, Nov. 29. A part in the program was assigned to each of the following persons: Mina J. Cather, J. N. McCall, E. H. Stanley, E. F. Moulton, and L. L. Campbell.

—The next session of the Department of Superintendence of the National Educational Association will be held at New Orleans, February 24, 25 and 26, 1885. A large attendance of educators from all parts of the country is expected. Commissioner Brown, of Ohio, is the President.

—The teachers of South Charleston and vicinity held an interesting meeting on Saturday, Nov. 22. "Old and New Methods," "Use and abuse of Methods," "Oral Teaching," and "Mental Culture," were the chief subjects discussed. The next meeting will be held the fourth Saturday in January, 1885.

—The last Annual Report of the Canton Schools, J. H. Lehman, Superintendent, contains very full statistics and an interesting discussion of various school topics. The enrollment has more than doubled in the last eight years. The average cost of instruction per pupil, for the last year was \$9.72.

✓ —Semi-annual promotion of pupils in the Cleveland schools is to be continued in the primary and grammar grades, and discontinued in the high school. A plan has been adopted which it is hoped will result in the adjustment of annual promotions in the high school to semi-annual promotions in the lower grades.

✓ —The Cleveland Board of Education has established night schools as a part of the public school system. In the discussion of the subject, one member said that, though the rate of illiteracy in Cleveland is only three-and-a-half per cent., he wanted that three-and-a-half per cent to have the opportunity of an education.

—The township of Richfield, Summit County, has adopted a complete course of study and rules and regulations. The schools are to be classified in accordance with the course of study, and the pupils are to be examined for promotion. The course was prepared by E. S. Loomis, principal of the township high school.

—The Lafayette Sunday Leader of recent date contains an extended description of the Art Department of Purdue University, under the direction of Prof. L. S. Thompson. The work of this department has grown in interest

and importance until eight rooms are occupied, and these are found inadequate to meet the demands. A constantly increasing number of pupils of both sexes receive instruction in the various art studies, including drawing, painting, modeling and wood-carving.

--The December meeting of the Greene County teachers' association was held at Yellow Springs. The attendance was not large, but the exercises were of more than ordinary interest. Mr. Blakie, of New York, author of "How to Grow Strong," occupied the last hour-and-a-half, to the delight and profit of all present.

--The Michigan State Teachers' Association held its twenty-fourth annual meeting at Lansing, December 29, 30 and 31. A meeting of county examiners was appointed for 2 o'clock, Monday, the regular session of the association to open at 7:30 P. M. of same day, and to continue through Tuesday and Wednesday.

--Dr. Curry, the general agent of the Peabody educational fund, in his last report to the trustees, speaks in very complimentary terms of the graded schools of Charlotte, N. C., attributing their remarkable prosperity largely to the efficiency and zeal of their superintendent, T. J. Mitchell. Mr. Mitchell is an Ohio man, of course.

--The Huron County branch of the O. T. R. C. held a meeting at Monroeville, Dec. 6. There was a good attendance, and the excellent program previously prepared was fully carried out. Miss N. S. McDonald, Principal of the Norwalk high school, Supt. W. H. Mitchell, Monroeville, Supt. W. R. Comings, Norwalk, and Dr. Alston Ellis, Sandusky, had the leading parts.

--Van Antwerp, Bragg & Co., the enterprising Cincinnati publishers, have purchased Jones Brothers and Co.'s entire school book list, thus adding to their already extensive list the following publications: Milne's Inductive Series in Arithmetic and Algebra, Ridpath's Histories and Grammar, Forbriger's Drawing Tablets, Bigsby's First Lessons in Philosophy, and Smith's Music Reader.

--At the recent meeting of the Eastern Ohio Teachers' Association, held at Coshocton, the following officers were chosen for the ensuing year: President, T. E. Orr, Bridgeport; Vice President, A. M. Rowe, Steubenville; Secretary, Miss Etta L. Dunlap, Danville; Treasurer, J. L. Starkey, Frazeysburg; Executive Committee, Jno. T. Duff, Canal Dover, H. L. Peck, Barnesville, and J. C. Hartzler, Newark.

--The meeting of the State Board of Examiners, at Columbus, Christmas week was attended by about one hundred applicants. An adjourned meeting will be held Jan. 17, for the purpose of determining results and issuing certificates to successful applicants. The present Board has granted no complimentary certificates, and the determination of the Board is to adhere to a high standard of scholarship and professional attainment.

--The Executive Committee of the National Educational Association are in some perplexity about the location of the next meeting. President Soldan writes that a majority of the letters received by the committee express a preference for Washington City, but there are many objections to meeting there in the warm season. We do not believe the committee will find a better place

for the meeting, all things considered, than Chautauqua. Since the association last met there, a fine large hotel has been completed. This added to the numerous cottages on the grounds and other first-class hotels in the vicinity will afford ample accommodation for all, even though the attendance should equal that at Madison. Our voice is for Chautauqua.

—The Lorain County teachers' association held a meeting at Elyria, Dec. 20, which was well attended. A good program, previously prepared, was successfully carried out. The teachers brought their own lunch, the Elyria teachers furnished hot coffee, and a good social time was had. Want of space prevents a fuller report. Another meeting will be held at the same place, Jan. 17, 1885, for which a Reading Circle program has been prepared.

✓ —Superintendent B. A. Hinsdale recently submitted to the Cleveland Board of Education a table showing the growth of the high schools of that city from 1870 to 1884 inclusive. The number of pupils has increased in that time from 249 to 1122, and the number of teachers, from 10 to 29. The population of the city in 1870 was 93,000; the present population, nearly 228,000. The percent of increase in population is 146; in high school attendance, 350; in high school teachers, nearly 200. The increase of attendance in all grades of the schools for the same time is about 150 per cent. These figures do not seem to indicate any abatement of interest in high school education on the part of Cleveland people.

—The Holmes County institute held its annual meeting at Millersburg during the week beginning Dec. 22. The session opened Monday afternoon with about 70 persons present, and this number was increased from day to day until the close of the session. Commissioner Brown was present Monday, adding much to the interest by two very profitable talks. Superintendent Manley's excellent work was highly appreciated by the teachers. We came home from Millersburg feeling, as we did a year ago on a similar occasion, that there is a large number of excellent spirits among the teachers of Holmes County. Superintendent McDowell deserves much credit for his untiring and unselfish efforts in the interest of education in his county.

—The Highland County teachers' association held an interesting meeting in the M. E. Church, at Leesburg, on Saturday, Dec. 13. The following program was given in full:

"Circulating Decimals," J. M. Kay, Hillsboro, O. Lesson—Grammar, Fenton Gall, Leesburg, O. "Functions of Fun in the School-room," Prof. T. A. Pollok, Miamisburg, O. "How to teach Reading," Discussion, opened by J. M. Holaday, Lynchburg, O. "Elocution and Selections," Miss Ora Brown, New Vienna, O. Good music was furnished by the church choir. A large crowd of teachers from various places was present. Free entertainment was provided all.

S. M. T.

—The Twelfth Annual Session of the North-Western Ohio Teachers' Association was held at Tiffin, Dec. 30 and 31. The following is the program prepared for the occasion:

Address of Welcome, Dr. Jas. A. Norton, President of the Tiffin Board of Education. Response, Supt. W. T. Jackson, Fostoria. President's Inaugural, "The Real and the Ideal in Education," Prof. H. S. Lehr, Ada. "The Problems of Our Day," Supt. L. D. Bonebrake, Elmore. Discussion. "Unripe

Fruit," Supt. Alston Ellis, Sandusky. Discussion. "Purpose in Teaching," Supt. D. R. Boyd, Van Wert. Discussion. Address, "Methods of Study and Economy of Time," Dr. S. F. Scovel, President of University of Wooster. "The Teacher's Literature," Supt. W. B. Jackson, Antwerp. Discussion. "The Relation of Teacher to Parent," Supt. J. W. Dowd, Toledo. Discussion. "Ways to Knowledge," Prof. C. Hornung, Tiffin. Discussion. "School Rhetoricals," Supt. J. M. Greenslade, Lima. Discussion. "The Relation of the Teacher to Politics," Supt. F. M. Hamilton, Bucyrus.

EVA HURD,
Secretary.

H. S. LEHR,
President.

—The teachers of Belmont County have laid out a course of reading for themselves. Each person taking the course is furnished with blanks containing five questions on each book read. It is estimated that an average of half an hour's reading per day will be sufficient to complete the course. The teachers of old Belmont deserve great credit for the zeal with which they have entered into this work. The following is the course prescribed for the first and second years, to which another year's work is to be added:

First Year.—Page's Theory and Practice, Ohio School Laws, History of England, Trench on Words, Merchant of Venice, Evangeline.

Second Year.—Pedagogy (Hewitt), History Ancient People, Hamlet, Essay on Man, Bacon and Locke, Andrew's U. S. Constitution.

—N. E. O. T. A.—The regular bi-monthly meeting of the North Eastern Ohio Teachers' Association was held in the rooms of the Board of Education, at Cleveland, on Friday evening and Saturday, Dec. 12 and 13. There was but a small number in attendance at the Friday evening session. The president, M. S. Campbell, called the meeting to order and introduced Miss Harriet L. Keeler, who presented, in well chosen words, the topic of the evening, Froebel and his Philosophy. She spoke of Froebel as a man whose acknowledged success consisted in a series of failures, and of his system of child training, as a re-action and a protest against the austerities of the system which prevailed in his day. After speaking, at some length, of the underlying principles and the spirit and purpose of the kindergarten, she referred to the question of its adaptation to the conditions of American society, and the practicability of its being made a part of the American school system. In the discussion of this part of the subject, Messrs Hinsdale, Campbell, Powell, Rowlen, and Findley took part. The prevailing sentiment expressed was that the expense would be an insuperable obstacle to its general adoption as a part of our public school system. To carry it out fully in Cleveland would require the erection of 20 additional buildings and the employment of 200 additional teachers.

As to its adaptation to the conditions of American society, it was held that the state of society here is very different from that to which Froebel's system was fitted. A majority of American homes provide, in a more natural way, much of the training which Froebel aimed to secure by the kindergarten. It was admitted that the foundation principles on which Froebel built are correct, and that more of the spirit and purpose of the kindergarten should pervade all our primary teaching; but the persistence of the chief apostles of Froebel in this country, in adhering rigidly to all the kindergarten traditions, without reference to our changed condition of society, was condemned. In this connection, Miss Keeler remarked that Froebel is in danger of perishing in the house of his friends.

A good deal was said concerning the experience of primary teachers with pupils they receive from the kindergarten. The general experience with such

pupils is that they are less tractable and more troublesome than the average of other children. Many teachers who have had experience with both, prefer to receive into their schools children who come directly from their homes, rather than from the kindergarten. Whether this reflects more on the kindergarten or on the school is a question not easily answered. It indicates a want of harmony between the methods of the two agencies, the advocates of each naturally inclining to lay the blame on the other.

The Association was called to order Saturday morning by President Campbell. Prayer was offered by Samuel Findley.

The subject of Moral Education in the Public Schools occupied most of the session. Two very valuable papers on the subject were presented,—one by L. W. Day, of Cleveland, and the other by George H. White, of Oberlin. As we have the promise of both these papers for publication, we shall not attempt to give a synopsis of either.

An animated discussion followed the reading of these papers, in which Miss Florence C. Perkins, of the Cleveland Central High School, Superintendents Hinsdale, McMillen, Moulton, Morris and Pratt, and the writer, participated. There was some diversity of sentiment in regard to the advisability of formal instruction or set lessons in moral ethics. On this point, Mr. Morris remarked that, as a rule, pupils get plenty of moral precepts. Their school exercises and graduating essays abound in them. If, in after years, they would all live up to the level of these, the world would experience a speedy reformation. The great need is training in right living.

J. R. Rogers, of Lorain, read a good paper on Physical Education, which, for want of time, was not discussed.

The subject of Some Limitations of School Work had been assigned to Alston Ellis, of Sandusky, but, owing to the lateness of the hour, this part of the program was postponed until the next meeting.

The following officers were elected for the ensuing year:

President, George H. White, Oberlin; *Vice President*, H. C. Muckley, Youngstown; *Secretary*, Bettie A. Dutton, Cleveland; *Treasurer*, John E. Morris, Garrettsville; *Member of the Executive Committee*, Alston Ellis, Sandusky.

PERSONAL.

—F. O. Reeve reports satisfactory progress in the schools of North Bloomfield, Ohio.

—Mrs. John Ogden has been appointed to take charge of the kindergarten exhibit at New Orleans.

—O. T. Corson, Granville, Ohio, has been engaged to give instruction in the next Preble County teachers' institute.

—A. E. Gladding, superintendent of schools at Bellevue, has made a contribution of school work to the Exposition at New Orleans.

—M. E. Hard, of Gallipolis, has been re-appointed on the Board of examiners for Gallia County. He is now serving his third term.

—A. H. Viets, superintendent of schools at Coleman, Texas, is announced as one of the instructors in an institute held at that place, beginning Dec. 22.

—Prof. Edward Olney, of Michigan University, is one of the instructors in the Monroe County institute, held at Woodsfield during the week beginning Dec. 29.

—L. R. Klemm, superintendent of the Hamilton schools, delivered an oration in English, before a society of German-Americans, in the city of Hamilton, on the recent anniversary of Schiller's birth-day.

—Dr. T. C. Mendenhall has resigned his professorship in the Ohio State University, at Columbus, to accept a position in the Signal Service Department at Washington. Thus Ohio loses another of her foremost educators.

—Geo. E. Campbell, who went from Ohio to take charge of the schools of Wichita, Kansas, finds his hands full of work in his new field. The people are flocking in from all parts of the country. More than 600 new pupils have entered within three months from the opening of the schools in September last.

—The secretary of the Ohio Teachers' Association, Sebastian Thomas, of Lodi, had a very happy Christmas. The cards read, "Sebastian Thomas, Mollie C. Huntsberger, Married, Christmas, 1884, Jeromeville, O." Mrs. Thomas was formerly a teacher in the schools of Seville, O. The MONTHLY extends congratulations.

—Eli F. Brown, author of the new Eclectic Physiology, desires to make a few institute engagements for the ensuing season. He is strongly endorsed by State Superintendent Holcomb, of Indiana, President Smart, of Purdue University, and Dr. E. E. White, of Cincinnati. Institute committees can address Mr. Brown at Irvington, Ind.

—Miss Mills Bargner, a teacher in the Douglas school, was thrown from a buggy by a runaway horse and instantly killed, Saturday, Oct. 25th. Miss B. was one of our best teachers.

Mr. Philip Wilhelm, special teacher of German in the First Avenue school, died of congestion of the brain, after an illness of a few days. He was a young man of excellent qualities, both of head and heart. R. W. S.

The above paragraphs concerning the death of two Columbus teachers were received from Bro. Stevenson in time for the December number, but were unfortunately mislaid and overlooked.

NEW BOOKS.

Melodies of the Heart, Songs of Freedom, and other Poems. By W. H. Venable. Cincinnati: Robert Clarke & Co. 1885.

Those who have read "June on the Miami" and "The Teacher's Dream," by the same author, will be prepared to appreciate this exquisite collection of short poems. It contains about fifty poems, some of them fugitive pieces which have appeared from time to time in the papers and magazines, and some which now appear in print for the first time. The book seems like a little open chest filled with simplicity, beauty, melody, purity, delicacy, pathos, and humor,—the whole perfumed with love.

Extracts from Rousseau's Emile, containing the Principal Elements of Pedagogy, found in the first three books. With an Introduction and notes by Jules Steeg, Paris: Translated by Eleanor Worthington, formerly of the Cook County Normal School, Ill. Boston: Ginn, Heath & Co. 1885.

Rousseau's book on education, written more than a hundred years ago, has powerfully affected the systems of education both in Europe and America. While it contains much that is crude and false, it contains also much of value. The compiler does not offer us an expurgated Emile, but gathers up those parts "which have least grown old," and which "by their energy and beauty of lan-

guage," can be of most service in rooting out from our educational systems the old worthless traditions. Teachers who have learned to do their own thinking may read Rousseau with safety and profit.

The Elements of Chemistry, Inorganic and Organic. By Sidney A. Norton, Ph. D., LL. D., Professor in the Ohio State University. Van Antwerp, Bragg & Co., Cincinnati and New York.

This is a revised edition of Norton's Chemistry, with the addition of 200 pages on organic Chemistry, making a very complete and very excellent school text-book. The author advises teachers not to place theory above practice, and the plan of the book is to lead the student to approach each subject, as far as possible, through the door of experiment and observation. The experiments are, for the most part, such as can be performed successfully with inexpensive apparatus.

Elementary History of the United States. By G. P. Quackenbos, LL. D., Revised, in 1884, by John D. Quackenbos, A. M., M. D. New York: D. Appleton & Co. C. B. Ruggles, agent, Cleveland, Ohio.

This old favorite comes out in new form, with new maps and illustrations, the whole brought down to June, 1884. It is a beautiful book and one of the best of its kind.

The Eclectic School Geometry: A Revision of Evans's School Geometry. By J. J. Burns, M. A. Van Antwerp, Bragg & Co., Cincinnati and New York.

Here is geometry in three books, enough for an elementary or preparatory course. There are copious original exercises and problems at the end of each book. The language in every part of the work is peculiarly concise and definite, and the student is skillfully led to grapple with difficulties, rather than helped over them.

JANUARY MAGAZINES.

"My Schools and Schoolmasters," by Prof. John Tyndall, and "State Usurpation of Parental Functions," by Sir Auberon Herbert, are the two articles in *The Popular Science Monthly* which will most directly interest teachers. The former contains interesting sketches of the great scientist's school-life experiences; the latter is directed against the compulsory and other features of the English educational system. Besides these, there is a long array of other valuable articles. Published by D. Appleton & Co., New York.

The North American Review's bill of fare is as follows; "Vituperation in Politics;" "Froude's Life of Carlyle;" "The Reunited Union;" "William Herschel's Star Surveys;" "American Labor Organizations;" "Socrates, Buddha, and Christ;" "The Increase of Wealth;" "The Evidence of the Senses." New York: No. 30 Lafayette Place.

In *The Century*, George W. Cable discusses what he calls the greatest social problem before the American people, under the title, "The Freedman's Case in Equity." A very timely article is Washington's Gladden's "Christianity and Popular Amusements." The Civil War articles this month are by James B. Eades and Admiral Walke, that of the latter being profusely illustrated. There are many other valuable articles besides. The departments of "Topics of the Time" and "Open Letters" are full of interest, as they always are. The Century Company, Union Square, New York.

The Atlantic is filled with choice Literature. "Childhood in Greek and Roman Literature," by H. E. Scudder; "The H. Malady in England," by Richard Grant White; "A Salem Dame-School," by Eleanor Putnam; "The New Portfolio," by Oliver Wendell Holmes, and "The Culture of the Old School," are some of the leading articles. Besides these, there are stories and poems and book reviews and the "Contributor's Club," making altogether a choice collection of holiday reading. Boston: Houghton, Mifflin & Co.

—THE—

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MORAL INSTRUCTION IN PUBLIC SCHOOLS.

~~D.~~
BY L. W. DAY, CLEVELAND, O.

[Read before the North-Eastern Ohio Teachers' Association.]

It would seem that so much has been said upon this subject that nothing new remains to be said. Yet it is a subject so fraught with interest and importance concerning personal well being both now and hereafter, that we come boldly to its discussion once more, with the hope that some word may be uttered that will be valuable in stimulating the efforts by which we seek to reach the spirit, the conscience of our pupils, and thus place ourselves in the best possible condition to aid them in the most important work of their lives,—the formation of such character as will bear them safely through a world of adverse influences, and lead them to choose the better part, to seek such honor and fame only as lie in the realm of right-doing and right-thinking.

That the task of gaining admission to the affections, and through the affections to the conscience, of our pupils is a difficult one, can not be denied, but its importance is freely admitted by all. Success in this direction is unlimited,—failure all too common. We as teachers are but factors in the moral training of children, but we are factors, and the grand result will be incomplete unless our work is well and faithfully done.

We are to supplement the work of others, in large measure, but, unfortunately, in many cases we must first neutralize absolutely immoral teachings, before many advances can be made. Much labor expended in the field of morals seems destitute of results; but it is only in the *seeming*. Bread cast upon the waters shall return, though it may not be for many days.

Many have fallen low in the scale of human existence for causes which in themselves seem trivial and which are very easily neglected and finally ignored. Many a criminal has become such because father, mother, friends, teachers, neglected to look well and intelligently to his disposition, and his waywardness in childhood. Bitterly he bewails the sad result of bad home training, or *no* home training, of the pernicious example of men high in public trust who were smiled on and almost lionized by polite society. Could the darkened conscience of the criminal class be exposed to human vision and the various causes which produce the unfortunate results be brought to light, how conspicuous would be the jarring home, the parental frown, the gibes of equals, the sneers of competitors, the taunts of the street, the stains of the revel, the blot of personal indifference; all deepened and intensified by the neglect of those who claim a nobler walk. The mountain rill, while it murmurs and babbles and frets at the toils which confine it to its tortuous course, is at first turned by the slightest obstacle, but rushes on to meet and be turned by another and another, until, in its headlong course, having contended unsuccessfully with adverse circumstances and surroundings, being vanquished in many and victorious in few, in its blindness it dashes over the precipice and is lost in the world of waters below. So with human life unguided or misguided, the crash comes sooner or later. The promise of earlier years, which needed but the warning influence of intelligent kindness and direction, is forever lost. With the failure of one such life comes the partial or complete failure of many another. How sad that the veil which seems to be drawn between intelligence and ignorance can not be lifted and the true interests of each class be carefully and honestly considered. What is to the interest of one is to the interest of the other. But ignorance is shy, holds off, is jealous, suspects sinister motives, is uncompromising, is silent and doggedly stubborn when assailed and brought into the light.

Our first remedy lies in a bold attack upon ignorance itself; and here the field of our warfare is confined to the children committed to our care. I would not be understood as saying that vice and immorality are confined to the ignorant classes of community; far from it. On the other hand, it is lamentably true that many a moral leper,

scoundrel and villain is a lion in so-called good society—that in many cases it is wealth alone that gives standing; but this is not the rule. Again, some of our best people are among the worthy ignorant; neither is this the rule. We are too apt to confound the worthy poor with the worthy ignorant.

Again, if in our attack upon ignorance we neglect the heart, and give attention only to the intellect, we are guilty of a great mistake. There is no ignorance so great, so fatal, so inexcusable, as the ignorance of right as distinguished from wrong; of the rights and privileges of others as compared with our own; of personal responsibility to each other, to properly constituted authority, to the claims of humanity, and to God. Intellectual strength, influenced by such ignorance, is a curse rather than a blessing. What then? Shall we neglect the intellectual and give exclusive attention to the moral education of our pupils? Shall we first lay a moral basis upon which to build intellectual strength? By no means. Why seek to divorce mind and heart? Why seek to build up the one to the neglect of the other? A strong mind, taught to look inward upon the conscience and outward upon the rights and privileges of others, is best for the individual as well as for society.

I am well aware that it is easy to talk on this subject, to theorize, to deplore our failures, etc. I know, too, that we are pretty well agreed as to what should be done; but are we agreed as to what can be done? The question of moral instruction is a practical one, and should receive practical consideration rather than sentimental. The study of moral ethics is exceedingly valuable at the proper time and place, but this is impossible in the body of the common schools of the State. The principles of moral philosophy or moral ethics, should lie clear in the mind of the teacher, so as to form a basis of action. But I cannot believe that regular, systematic instruction in moral ethics is profitable in lower grades. More than this: I do not believe that any set time for such work should find a place in the daily program. It may be argued that unless this is done, the subject will be neglected. It may be true that such would be the case in many instances, but it is equally true that if daily work be made mandatory, many heartless, objectless, profitless lessons would be given by the same teacher. No, the time for moral instruction has come when the occasion for it arises. It may be claimed that the occasion arises daily. Very well, improve it daily, but do not deliver a sermon on each occasion.

Why not look this matter squarely in the face, recognize its importance, consider its surroundings, and do our level best. We do not expect to teach all of geography in a day, we spend years upon arith-

metic, and in the matter of language, composition, and conversation, we lag not neither do we despair, though the results are meager, much below what we have a right to expect. Persistent, intelligent effort is the essential thing in every department of instruction and training. A kind word, a generous act, a loving look are sometimes worth more than volumes of technical instruction in right and wrong. But there must be a basis, a foundation; all kindness, all forgiveness, will not do. The principles of right are not to be compromised, nor is wrong to be condoned. The old Mosaic system which demanded an eye for an eye and a tooth for a tooth, was set aside by Him who spake as never man spake. The Sermon on the Mount teaches better things, but by no means compromises right nor condones wrong.

What, then, can we do? Much in many ways. Much is done, but much more can be done. As the dew which silently refreshes the earth in the early morning and appears to vanish e'er the business of the day is fairly begun, so our work lies largely with those in the morning of life. As the dew which sparkles in the early morning light, is soon absorbed by leaflet and flower, to invigorate the plant and to enrich the earth, so should our silent influence, our words, our acts, sink deeply into the child-life committed to our care. And though like the dew, our efforts appear to be lost in the hurry and bustle of life, depend upon it, that as not one sparrow falls without the notice of your Father, so not one kind word, act or thought, not one blow against evil and for the right, shall fail. Working hand in hand with God in this matter, there can be no failure. But, to be more specific:

With whom have we to deal? What have been their surroundings? What are the influences that are likely to neutralize our efforts? Are there not many among our pupils who already exert a most potent influence for good? How large is the number of those whose influence is decidedly bad? Who are those who are likely to be swayed back and forth between these extremes? With which of these classes shall we labor, or shall we labor with all indiscriminately? I insist that these questions, though simple, are important, and that upon their answer depends, in large measure, our success not only in the field of morals, but in all our work as teachers.

Every school of whatever grade, of which I have ever had knowledge, readily and naturally divided itself into three sections—divisions which should claim the attention, thought and care of the teacher. First, a class of pupils who are well disposed, whose influence is wholesome, who endeavor to do right. Second, a class decidedly inclined to do evil. Third, a class between these extremes, often found with the right, but not infrequently with the wrong. In the light of these

three divisions, the control of the school, which lies at the very beginning of our work in moral instruction, should be possible for all. The management of the disorderly class, which in most instances is a small one, carries with it the control of all. With the school well in hand, more and better work may be readily accomplished, both in morals and otherwise. Early attention should be given to the character and surroundings of those with whom we have to deal. The pinched face, distrustful look, jealous act, cruel conduct, clearly indicate vicious home and street training. The innocent smile and confiding ways of childhood have long since passed away, and in their stead has come the habit of expecting rudeness and cruelty. Like begets like, and the child in turn becomes a tyrant over his weaker play-fellows, and over all that can suffer, so far as they come within his power. He is seeking to "lord it" over others as others are lording it over him. What can we do for such? We can and should gain their confidence, and though they may often break away from us, and do many inexcusable things, yet with patience, tact and persistence, we can and *do* do much. We can not make saints of all, but we can save many from becoming demons. Unless we inspire confidence not only in us but in our pupils, our honeyed words, pious instructions, and tearful appeals are powerless. One unjust act on our part, permitted to stand unrighted, most effectually blocks our usefulness, so far as the victim of the injustice is concerned. We are continually being weighed in the balance by those whom we seek to benefit.

The daily occurrences of the school-room, yard and street, the current events of the day, incidents of history, the reading lessons, etc., are a fruitful and sufficient source from which to draw material for moral instruction. These judiciously used afford an object, and give point and force that cannot be secured by mere formal lessons. A good act publicly but judiciously commended is worth quite as much, and I think more, morally, than a bad act publicly condemned. But each has its place. The one is intended to encourage, the other to repress. Let us not forget that the best moral instruction is powerless in the presence of anger. If we would reform an angry pupil wait till the storm has passed. A soft answer turneth away wrath. We must, therefore, wisely discriminate as to time and subject-matter. Long moral lectures soon become irksome and valueless.

It is well to place pupils upon their honor, but is not well to tempt too far in this direction. The enormity of a falsehood, the criminal character of deceit, the lawless and rowdyish tendency of quarreling, are matters that will force themselves upon us for a hearing; and most earnestly, carefully and judiciously should they be handled. The

whole moral power of the school should be enlisted against each and all of them—that is, against the offense, not against the offender. With the moral force of the school against the offense and in favor of the right, we may, by a few well chosen words at the proper time and place, do much for the offender. This may not be moral instruction as taught in the books, but it is moral instruction as it must be taught in our public schools, if we would lead our pupils to a higher and better plane of action and living. It is the offense and not the offender with which, as a rule, we should publicly deal. And yet the occasion for the moral lesson should be fresh that its application may be vigorous and lasting. One of the most potent influences for good or evil is the daily condition of the school. In the hands of a strong teacher, one whose influence extends beyond his immediate presence, there is constant growth morally and mentally. The proper thing is said and done by teacher and pupil; each is inspired with the feeling that he can and should do right, that much is expected of him and he quietly resolves to do his best. If the pupil could continue in this moral atmosphere, he would in all probability come out all right. But a change takes place. He falls into the hands of a teacher who is not able to control the school, and how soon his good resolve is forgotten, or at least neglected. He yields to the influences of the street, and the former good work of the school is soon neutralized. In the hands of the strong teacher, for whose moral character and efficient abilities he had great respect, he was able to say no, and to stand by it,—to say yes, and not yield his position. Would to God that such influences might continue longer. When we have uniformly and persistently done our best, God and conscience will acquit us.

I have used many words to express a few commonplace thoughts. I have only said that we are face to face with a responsibility that we cannot shirk,—that we should see to it that our influence over our pupils is what it should be,—that we must seek to deepen and strengthen that influence by all the proper means in our power,—that in doing this we shall find abundant material at our hands, with ready listeners if presented at the proper time and in the proper spirit,—that it is as good, if not better, to commend the good as it is to condemn the bad,—that we are already doing much in the matter of moral instruction,—that by sturdy kindness, fair dealing, genuine sympathy and patient forbearance, we may ever encourage the good, strengthen the wavering, and one by one reclaim the bad, and that we can and should do more in this direction than we have been doing, in doing which there is great reward.

HARD VS. SOFT IN TEACHING.

BY JACOBUS REDIVIVUS.

I taught my first school in Ohio, in 1850, fully a generation ago. Since that time, I have made sundry attempts at teaching, and I have now a son who is being taught under other masters. I have had recent occasion to notice that his school training differs from that which, in my early days, was thought to be at once useful and ornamental. I may as well strike my key note before pitching my little tune, and, without further prelude, own and acknowledge as well as confess with deep humiliation that I am an old fogey in school matters.

The years of my life, like those of the original Jacob, have been few; but, unlike his, they have been in no respect feeble, for they have witnessed the untold discoveries and inventions of the last half century,—railroads and steamships, telegraphs and telephones, quaternions and natural methods, not to speak of natural selection and survival, microbes and other disease germs. If “fifty years of Europe are better than a cycle of Cathay,” I am a deal older than the 969 old Methuselah that was drowned in Noah’s flood. Nevertheless, I am as spry and as cheerful as may be expected of a veteran, and do not herein intend to “shoulder my crutch and show how fields were won.” The Goodness knows that my victories came by sharp and steady fighting all along the line, and the only strategy I knew either as pupil or teacher was to keep pegging away. For all that, although I am now paying for midnight oil, and bear some scars of the daily tussle, I am gratified to know that my labors were not in vain, and that, although I am a little the worse for wear, I feel that I deserve well of my old pupils, and shall have my laurels in due time. Of course this is the superfluous brag of the veteran on the stage; but it is put in only to sweeten the gall that is to follow.

My son, Judah Joseph Jacob, is wrapped in purple and fine linen, and has a coat of divers colors in a variety of meanings and figures. My lines were harder than his in every imaginable respect, physically and metaphysically, but not morally; for I grew to manhood in a primitive atmosphere.

When I went, as a boy, to my high school, there was nothing that suggested the Sybarite. In summer time, such boys that had proud mothers, like mine, wore linen blouses and linen trousers and leather shoes. My rig must have cost two or three dollars, at least, for I was not allowed to go barefoot; but there were bright boys of my class, who have since deserved well of the State, whose summer dress was merely shirt and pantaloons—both dear at a dollar. I do not suppose

that the thought of fashion or the desire of finery entered into any one of our simple heads. In fact, the little finery we had rather interfered with our notions of enjoyment, which was thoroughly and perfectly Arcadian. In winter, we had enough clothes to keep us warm, even if they were not perfumed by cigarettes.

In after years I returned to this same high school and exchanged the *role* of pupil for that of preceptor. I soon found that I was not a schoolmaster but a "Professor," and doubtless was tickled thereby. I found no bare feet, the luxury of slippers was the fashion. It stands to reason that there were no Maud Mullers there; the Mauds that I taught were Miss Margarets and had already grown to be young ladies, and the boys who represented me had come to be young gentlemen.

"Time goes by turns
And chances change by course."

My mathematical discipline was based upon Colburn's Mental and Colburn's Sequel. The only rule or definition I learned at that date was the legal rule for computing interest. Add meant to add, and multiply to multiply, and you had to do it. There was no setting down units under units and tens under tens and such like, and the use of the slate was discouraged except to draw maps upon, or to spell phthysic upon, but some of my fellows, whom I envy unceasingly, could cipher most prodigiously and mentally, *et vice versa*.

When I returned, as aforesaid, I found not only that the school had become shod but that it had taken on a more reputable and respectable air. My son's school has improved upon this, so far as the "Junctaeque Nymphis gratiae decentes" are concerned. He is provided with garments suited to the season, comfortable and comely, but he is not satisfied with them unless they trim with those of the other young lords that sail with him, full rigged,

"bedecked, ornate, and gay,
With all their bravery on and tackle trim,
Bound for the isles of Javan or Gadire."

If they are the sort of inhabitants that really suit the isles of Javan, I am far too old a foggy to think the Javan climate desirable; but I am not old enough not to recognize that I wander from my text.

What is my text? Easy *vs.* Hard.

Some years after my place in the old high school became vacant of me, I chanced to meet one of my former colleagues, whose name is honored wherever mentioned in the hearing of her former pupils, and who had recently gone over and through our old battle fields. She told me that she had given the subject fair consideration and had come

to the conclusion that *easy* teaching had taken the place of the *thorough*. (I assume that *thorough* is synonymous with *hard*.) She, herself, had not been an "easy" teacher and had recognized that easy fact. Of course, she knew and knows that the paths of peace are pleasant, but kept on the war path as long as she taught, and believes to this day that a mistake has been made in not keeping up forced marches and pitched battles against ignorance and stupidity. She knew no easy ways: no more do I. If you are called upon to spell Con-stan-ti-no-ple, every syllable, every letter, must find its place. You don't make it easy by dropping the "ple."

We old fogies have learned the etymology of the word E-duc-a-tion, theoretically, if not practically, over and over again. Some of us have wished (when we had pluck enough) that an apostle would arise who should define in-struc-tion.

In my boyhood, boys used to be INSTRUCTED—if one of those finical word clippers need it, they were built in upon. The carpenter or bricklayer took a sense of his materials and did what he could with them. He found, as Saint Paul did, that some of the proposed vessels were to be used for honor and others for dishonor; but the clay was all the same.

EDUCATION *vs* INSTRUCTION.

I verily believe that the latter word, meaning thereby the thought involved, has suffered wrong for the last thirty or fifty years. Education is a beautiful daisy—*E-duco*, to draw out of. What can you draw out of a brick or a stone? *In-struo*—if you have anything to start with, you can build something or other.

So goes my text; playing upon words, after all—*educo*—*instruo*. Why should I worry about those foreign words at all? What I want my storied son to have, is KNOWLEDGE. If he would warm the cockles of my heart he must *know* things, and be able, like *Adam*, to give names to things and to know the "why and because."

How can I "duke" out of him a bird or a beast? or the multiplication table? or the rule of three? or how to spell Constantinople? or to know the sarcasm of "bosh"? What adds poignancy to my meditations is the consciousness that I am not able to realize to what depths I myself have fallen. He is not much of a "feller," but he dabbles in all sort of truck. He is not sure of the value of the inside angles of a triangle but he is great on the outside ditto, ditto. He can not reckon up the interest on a note, nor write a decent letter. As to details, such as his deficiency in his multiplication table or in his paradigms, I do not know what part is to be laid to his inherited stupidity, nor what to the incapacity of his teachers. Be it his parents' fault or

his teachers', my son is not instructed as his years warrant, and he has no e-du-ca-tion to speak of. We do not mention trifles.

My own fault? Somewhat so, perhaps, because I have had to do with teaching other boys. But my son is but little worse than the best of his class, of which only 17 per cent. passed in a recent examination. (The previous class did not stand so well.)

Now I say this is the result of "easy teaching." He has been tickled and amused and danced into the ways of learning; and his teachers have forgotten that there is "no royal road to learning." He gets dabbles in every thing—a little of this, a little of that, and a taste of the other, until I feel like sending him to the One Study College, at Scio. Be so good as to understand me; in this writing, I am not complaining of his school, but of the system which has come to rule his school and all the graded schools in Ohio. As an old foggy, I should say that "things are not as they were" and that the old things were and are the best. As an observer upon actualities, I do say, and invite discussion, that pupils who leave our schools—grammar and high—have less of *instruction* than those of a generation ago. And I will go farther and say that much of the so-called new education has been of the sort of the "Apples of Sodom."

"Easy Education," "learning without tears,"—there is nothing of the sort. What is the natural method of Education? Kings and Priests desired it long, but died without the sight. My son, as quoted, takes everything hard, and does not master the thing after all, unless he is hard driven, and kept at it. His younger brother, my second son, not so old by some years as his elder, takes things easy, and wades into learning as he would into the shallowed waters of Lake Erie, and has already learned to correct me, his venerable papa, of false grammar.

The older boy is my painful example. He is getting "soft teaching," and is mentally, as far as knowledge of books is concerned, as soft as a jelly fish. I wish he were as soft in other ways; but in matters worldly and earthly and mundane, he can discount many who can conjugate *moneo* and *tupto*. For all that, he does not know his books and what that phrase implies. I try to find out what causes this. When my wife taught him, he stood high in his classes. She is no teacher, only a blunderbuss headed sort of a woman, that would not let the boy go to bed until he knew what was on the printed page. So long as she drove him, in her uncultured sort of a way, he got along, but her increasing cares forced her to give up this uncongenial task, and the result is, that he is like the other boys, 17 per cent. of attainment.

This paper shall not be without a point. The point is already pricked, but some have thick hides.

Education is well. Draw out of a soul all you can. There are some inspired teachers who can draw out of the blossom, sweetness and light.

Not one in a thousand of teachers is inspired. These other 999 can not draw anything out of any soul. Let it content them to furnish food whereby the soul may grow, that is, by becoming instructed. Such uninspired teachers may, in their hap-hazard or dull, plodding way, assist some ravenous soul in finding his path to the tree of life, although they themselves have never tasted one of its leaves.

Leaving metaphor, what my son needs is drill, drilling and task work. Sentiment and high education are lost upon him. He is lazy and must be kept at work. Bright enough about play, he is dull in his studies. He is fond of his teachers and, I think, tries to do as they desire. I myself find no fault with them personally, except so far as they are responsible for the system which has gradually settled like an incubus upon our graded schools.

This system is that of which some are so proud and exultant: of which every thing is claimed that is profitable in teaching. A system which so divides the school day that all the time is consumed in the so-miscalled exercises, and little or almost no time given to study. My son, J. J. J., gets one "period" of forty minutes for study, unless excused from some special exercise. This, I am informed, is the amount of time usually allowed any student for getting his lessons, the rest of the time being consumed in saying them. "One-half pennyworth of bread to this intolerable deal of sack!"

Now then, once more, natural methods are the only methods that any one can commend; but a method of discovery or invention (which may be and doubtless is the only way to seek after new inventions and new discoveries) is not of necessity a method available in teaching.

"To be sure," said Squeers, "B-O-T, bot, T-I-N, tin, N-E-Y, ney, bottinney, noun substantive; a knowledge of plants. When he (the pupil) has learned that bottinney means a knowledge of plants, he goes and knows 'em," (i. e., by weeding the garden.) This natural method of teaching botany so as to attain a knowledge of plants by actually handling them would require the years of a dozen Methuselahs, except such as happen to have the insight of Linneus or of Darwin. A natural method can, if intelligently applied, set a pupil to work in the right way, and give him a relish for his study. But any boy that masters a science or a language will do it *now* as his fathers *did*, by doing

an immense amount of hard study, of rote work, of memorizing and all sorts of mental drudgery. It is not in the nature of things that he should discover protoplasm or chlorophyl, or invent a classification or a nomenclature, or that he should do any of these things by the aid of any system of pedagogy. It stands to reason that the boy will require time for such study, and will require the old fashioned drill which aids in its mastery. The little dribblets he gets, waste his time and do little for mental discipline. I am not alone in thinking that the present generation of school boys are far less self-reliant in their studies than their grandfathers, who knew nothing of Froebel, nor of Pestalozzi. And I note with great regret that the cry has gone out that their way must be made still easier.

Would it not be well to return to some of the old hard-fisted methods of drills?

The present fashion in teaching, as it seems to me, ignores the fact that our store-house of knowledge is the growth of all the ages since the original apple was eaten. It is to the credit of great teachers like Aristotle that they have so systematized knowledge that it can be taught. Of course, the end of education is to enable the student to think for himself; but if he is going to think about the Latin language to any purpose, he must commit his paradigms to memory, and if he is going to think about surveying land, he needs a substratum of arithmetic, and if he is going to do good work anywhere, he must serve his seven years apprenticeship as of old, and do his *wanderjahr* besides. What did not the original Jacob do for his Rachel? and why should I repine that I have labored and loved, or wish that my son, J. J., should lack either the labor or the lover that will stick tighter to him than any other?

I despise from the bottom of my heart dolts and drones. I can tolerate a dolt, because he is fated or elected to remain forever a dolt. I have kicked some lazy drones into shape, and, although I love my ease and comfort, if I get a chance at a drone I will now and ever dedicate and consecrate my toe nails to his intellectual upheaval. Amen.

The best of us teachers have far more to learn from children than we can ever hope to teach them; and what we succeed in teaching, at least beyond the merest rudiments, will always be proportionate to the knowledge we have the wit to get from and about them.—*G. Stanley Hall.*

IMPRESSIONS OF THE GREAT WEST.

BY JOHN OGDEN.

II.

It was customary in the earlier days of the republic, to go East in search of wisdom and professional skill ; but, really the tables seem to be fast turning. It would be a salutary lesson, at least, if some of our old foggy teachers, who are still drumming away upon their percentages in spelling, and grammar, and Latin roots, and rules in arithmetic, to look in upon some of these live schools "out West." At St. Paul, for instance, our visitor would be quietly introduced into a large, nicely furnished room, containing about forty or fifty pupils, the first primary grade. He would not be introduced to the teacher, *the first thing*, (a custom which I heartily wish could be changed,) while the children stare in stupid wonder at him. Both children and teacher are too busy to notice any one. But what are they doing ?

This is what is called "Busy Work" for little fingers. (And children think with their fingers "out West." This is quite a recent discovery, and I thought it worth while to mention it.) "*Busy Work for little fingers!*" Our visitor will see a large table, ten or twelve feet long and three or four feet wide, standing just in front of the teacher's desk or stand, literally covered with blocks, sticks, stones, beans, corn, shells, shoe-pegs, buttons, beads, balls, marbles, leaves, slips of paper, pencils, and clay for moulding—and these are not the sand tables, either—with many other things which I cannot recall now. "What are these for?" Why, these are the working tools for those little fingers, that are forever getting into mischief, unless thus furnished with something to handle. It is old Mother Nature here, speaking to her children through this cheap collection of *things*; and it is a most withering rebuke, upon the old foggy's method of putting books and primers into the hands of these little ones, in order to teach them to think. "*To think!*" Why, there was more real thinking done here in 20 minutes as these children—20 at a time—stood about this table, handling and experimenting, and talking, asking and answering questions, than I have known done in a whole term, in some of the old cramming schools. And yet we have teachers—fossils—who still clamor against this "Busy Work," and call it play, and dissipation, idleness, folly and all that. I wish some of them had sense enough to see the deep meaning to this "play," and honesty enough to confess its worth. "*Play!*" It *is* play—play of the faculties of mind and body, by which the child grows, and which we undertake

to offset against the stupid tricks, and silly jugglery practiced in many schools, and ignorantly palmed off upon the community for knowledge, or thinking. Why, these acquirements should be placarded "*nonsense*," instead of knowledge; and the methods should be solemnly christened "*Easy* and safe (?) means whereby natural young children may be changed into dunces; the evidences whereof are ability to answer questions "set down in a book," and to chatter words without meaning. "*Great discovery!*" Come, my foggy friend, own up now, that this is true; and more, that you are guilty, yourself. I am. But I have repented; have you? Well, then, we can go on. But a worse thing you will see here in these St. Paul schools—a *horrible thing* in the eyes of some; but all, happily, in the same line of improvement, and an evidence of the wonderful expansibility of the Western idea.

It is a common thing, you know, in all schools in the north, at least, to see colored and white youth in all grades, on a scale of perfect equality. But you will be introduced here, by the courteous superintendent, to a colored teacher, in charge of a white school, and not a colored pupil in it; and a more orderly, obedient, respectful, earnest and loving set of pupils you will not find anywhere. There are two of these schools in the city. The teachers are both graduates, both of the high school and of the normal school, and stand among the best in the city.

The schools of St. Paul are under the efficient superintendence of Maj. B. F. Wright, an old prison mate of the writer, during the last year of the late war; and some amusing incidents that occurred at Macon, Savannah and Charleston, were reviewed, as we recalled the past.

The population of Saint Paul has nearly or quite doubled itself in the past four years, being now about 80,000, with an enrollment in her schools of nearly 10,000; and 175 teachers, too few for so large a place, and the crowded schools show it. New school buildings are in progress to accommodate the rapidly increasing population.

At Minneapolis we had the pleasure of addressing the teachers of that city in a body; and it was a grand sight to see 200 teachers assembled in the large auditorium of one of the finest high school buildings of the West. Twenty years ago Minneapolis was a mere village, in comparison; it now rivals St. Louis and Cincinnati, if not in population, at least in beauty and enterprise. With a population of more than 100,000, and a school enrollment of more than 10,000, a range of school buildings rivaling any thing in the East, the fair city is a perfect queen of beauty and of business. Her water power is the

greatest, perhaps, in the world, her lumber trade unsurpassed, her manufactories must some day equal any thing in the old world.

Superintendent Tousley is master of the situation here ; and, what with his great popularity, and able assistance, one may readily imagine the tremendous push and power these schools have. They have to be seen to be appreciated.

The Kindergarten here, as in St. Paul, receives some attention by private enterprise, among which are Mrs. Holbrook's, at 29 Eastman Avenue, on the Island, and Miss Stephenson's, a niece of Governor Washburn's, in the city, and others I did not find time to visit. The Charity Kindergarten, under the auspices of the ladies' society of the Congregational Church, where I had the pleasure of meeting our good friend, Dr. Hutchins, formerly of Columbus, O., numbers 40 children, gathered from needy families, and is one of the best managed kindergartens I ever saw. I am satisfied that the Charity Kindergarten, well managed, offers the safest channel through which we may reach the public schools, with this beautiful and philosophical method for the treatment of little children. I had the pleasure of giving a few lectures to this society of ladies, which may aid them some in their arduous work. In the midst of this work I was called to Omaha again, to fill an engagement of six kindergarten lectures to the primary grades of the public schools of that city.

Omaha is another instance of the marvelous growth of Western ideas. Twenty-eight years ago it was scarcely in existence. It now numbers between 50,000 and 60,000 inhabitants. It is located on a beautiful rise of ground, on the right bank of the Missouri river, commanding an extensive view of the valley and bluffs beyond.

The high school of this place has but one equal, I am told, on the continent. The site is one of commanding eminence, affording a view in all directions, from 12 to 20 miles. The building alone is said to have cost \$350,000.

The hotels and wholesale establishments here rival those of Chicago and New York ; and much of the wholesale business of the former place is now transferred to this city, and other rival cities of the far West.

Omaha has a school population of about 10,367, with an enrollment last year of 5,876. It now has 111 teachers, most of whom are fully up to the most advanced ideas of school work. Superintendent James, formerly of Cleveland, Ohio, and well known to many of the readers of the MONTHLY, has these schools well in hand. For energy and determination, wise and firm control, he has few superiors among our best superintendents.

The kindergarten instruction given here—six lectures—though under somewhat disadvantageous circumstances, owing to the want of sufficient time, was intended to aid in introducing some of the pleasing gifts and occupations in the primary grades.

Omaha has recently constructed some of the finest street improvements, in the way of Asphalt pavement, anywhere in the West. Some seven miles of this was completed last summer; and her street railroads extend to the remotest parts of the city, whose fine residences and ample pleasure grounds put to shame many of the old seedy towns of the East.

Council Bluffs, on the opposite side of the river, is the grand railroad center for the West. It has many beautiful points, among which are its extensive park and water works. The former contains many acres, diversified with pleasant drives, rugged ravines, and shaded dells, all of which we enjoyed in a pleasant drive with Superintendent McNaughton, who enjoys the confidence and esteem, not only of his able corps of teachers, but of his many patrons.

The three weeks institute held at this place, under the able management of County Superintendent Matthews, where I had the good fortune to be a co-worker with Superintendent McNaughton, of the Bluffs, and Superintendent Davis, of Avoca, was one of the best in my experience.

The institute in Iowa means work, and no foolishness. Classes are organized, according to grade, and then drilled in the actual work of the school-room. The institute at Humboldt, under the direction of County Superintendent McLeod, and the one at Charles City, under County Superintendent Davidson, were models of efficient work. At the last mentioned, we had the pleasure of meeting Principal Gilchrist, of the State Normal School, formerly of Ohio, State Superintendent Acres, and our old veteran friend, of the State University, Dr. J. L. Pickard.

How well these men wear! Their locks are whitening, to be sure, but their vigor seems unabated. Their souls are as young as ever. Time only adds wisdom to their already ripe experience; and many more useful years seem before them.

But some day, some of us will have to hand over the work of training teachers into the vigorous hands of the many young and promising teachers that are springing up all over our broad land. May the great and all-wise Being guide this great army of workers, that our nation may soon become as renowned for wisdom and good works, as she now is for glorious opportunities.

PRIMARY ARITHMETIC.

BY ELLA KINSLEY, GENEVA, O.

[Read before the Ashtabula County Teachers' Association.]

It has been said that a child is a walking interrogation point, and, I think we may safely add, one that represents an indirect question.

We need not flatter ourselves that we can answer him satisfactorily by a simple "yes," or "no." Fortunate are we if we have sufficient skill in the use of simple language to be able to answer him at all. We may, indeed, silence him with a very few words, but the question mark is still visible in his face until he understands the answer. It has been claimed by one of experience and authority, that much time is wasted in our primary schools, trying to make clear to the minds of children things that are beyond their comprehension, when, if we would simply give them the facts and let them retain these in their memories until their reasoning faculties were more fully developed, they would then be able to solve the mysteries for themselves, and thus much time and labor would be saved. Is it true that a child's memory is so far in advance of his reasoning faculties, that it can retain all these bare facts without a chain of reasoning with which to connect them? And if the memory has this advance, how can the reasoning faculties overtake it unless we give them careful assistance?

Let us take the child as he first enters school, and suppose that he knows absolutely nothing about numbers. The majority of children, it is true, know how to count to five or ten, and some far beyond that, before entering school; but some of them do not, and we will take one of these for an example.

Suppose we place on the blackboard a figure 1 and tell him that that means one, and to make it on his slate. He does the best he can, and then the questioning face turns to ours with a look that says as plainly as if it were spoken in words, "Well, what of it? What is one, anyway? and why is that one any more than anything else is one?" We might say to him, "Never mind, now, just remember that that always means one, and by and by you will understand all about it."

In the same manner we might proceed with two, and, placing a figure 2 on the board, tell him that mark means two, and that one and one make two. I imagine I can see him trying to make a figure 2 with two straight lines. If he does not succeed, and of course he cannot, he will very naturally come to the conclusion that 1 and 1 do not always make 2—they wouldn't on his slate, anyway. But if we show him how to make the figure 2, and tell him that one and one do make

two, and that when he grows older he will understand it, he will probably take our word for it and go on.

But suppose we try another way. Just take a handful of chestnuts: "Johnny, do you like chestnuts?" The interrogation point changes to a very positive expression as he replies, "Yes, ma'am." "Well I will give you one. What have you now?" "A chestnut." "Yes, one chestnut. Now you may give one chestnut to Jennie, and one to each of the rest of the class." Now let me take one chestnut in the right hand and two in the left, and say to Johnny, "Which will you take?" He chooses the left hand of course. "Why do you choose that hand?" "Because there are more in it." "Yes, and how many more?" "One more." "Right; and when we have that many chestnuts, instead of saying one chestnut and one chestnut more, we just put them together and call them two chestnuts, and so one chestnut and one chestnut are two chestnuts. Now I will put on the board something that means two (2), so that if I could not talk and wanted you to bring me two chestnuts, I could just make this mark and you would know that I wanted one chestnut and one chestnut more, or two chestnuts."

Then let the teacher change from chestnuts to beans, marbles, sticks, or anything within reach, that the child can handle, and then let the children name things they can think of, but cannot see, until it is made clear to their minds that the figures 1 and 2 represent the number of things taken, and not the things themselves. Then they will understand in what way one and one make two.

In the same way, by using different combinations, the child will soon be able to add all numbers whose sum is less than ten, and he knows just how and why he reaches those results. He will readily see that if he eats one of those two chestnuts he will have just one chestnut left, and, by similar exercises, he will learn the difference as well as the sum of all numbers less than ten.

Let him call the sign plus *and*, the sign minus *less*, and the sign of equality *are*, and he can easily express on his slate the results of his mental calculations. A very good way to assist the children in remembering the results of combining different groups of objects is for the teacher to place on the board in groups, pictures of different objects—flowers, birds, fruit, and the like, and then, taking in her hand a newspaper, school register, or anything else that will serve as a screen, first hold it so as to obscure all but one of the groups. Now change its position so that the pupils can see two or more groups at once and combine them, giving their sum. In a short time they will become so familiar with the different combinations that they can give the results about as rapidly as she can move the screen.

Mental exercises in multiplication and division can be introduced at the same time, and the children will not recognize the fact that they are taking up two more of the fundamental rules of arithmetic, unless you tell them so by introducing their signs.

Ask Johnny how many times he will take up one chestnut to get two chestnuts, and he will tell you two times ; and so he sees that two times one chestnut are two chestnuts, and also, if he can take one chestnut out of two chestnuts two times, he will readily be made to see that one chestnut is in two chestnuts two times.

I do not know the opinion of the best primary teachers in regard to the matter, but it has been my experience that introducing too many signs at first is liable to confuse the pupils, and for that reason I have succeeded best when I did not require them to express on their slates these mental exercises in division and multiplication until they had become so familiar with the signs of addition and subtraction that the introduction of two more signs would not confuse them. Let the pupils actually perform every operation indicated on their slates, and, for this purpose, blocks, skewers, or match-sticks are very convenient, and, when they see for themselves just how the results are obtained, the change from the concrete to the abstract is very easily accomplished. When they have become familiar with all the simple calculations embracing the nine digits, let the teacher tie some of these little sticks that they have been using, into bunches of ten sticks each, and show them the difference between 1 bunch and 1 stick.

Now draw two vertical lines on the board, place a letter B over the one at the left and tell the children that it stands for bunches, and then place an S over the line at the right, and tell them that means sticks, and that they are to write all the bunches on the line B, and all the sticks on the line S.

Let the teacher handle the sticks at first, and call on different members of the class to write the numbers on the board. When the lines are full, erase, and draw two more, this time making the lines light and omitting the letters, and the next time she can omit the lines also, and the children understand that bunches are always written at the left of sticks, so that they will know where to find them, just as their teacher knows where to find each one of them—in his own seat and not in that of his neighbor.

Now tell them that we will call ten teen, and with a little explanation they will be able to read all the "teens," and in the same manner they may be led on from twenty to one hundred. Then tie ten bunches into a large bunch ; tell them its name and where they can always find hundreds if they keep in their places. Call different members of

the class to place on the table large bunches, small bunches, and single sticks, in their proper places, and just as many of each as they choose, and then let others read the numbers from the sticks, and still others write them on the board. After hundreds, the sticks can safely be dispensed with, and, with a little explanation, the children will understand the higher orders as they reach them. I would let them use the sticks until they understand carrying tens and borrowing tens. For instance, give the children two numbers to add—say, 26 and 18. Let them place on their desks 2 bunches and 6 sticks, and below these 1 bunch and 8 sticks. Now let them write those numbers on their slates, just as they have the sticks on their desks. Ask how many single sticks they have, and they will tell you “fourteen.” “Can you get a bunch out of fourteen sticks?” “Yes, ma’am, and have four sticks left.” “Very well, tie up the bunch and put it with the hundreds, and then see what you have.” They do so, and find that they have four bunches and four sticks. Now let them add, looking at the figures on their slates instead of at the sticks, and they will soon know why and how they carry tens.

Next we want to know how to borrow tens. I take two bunches and three sticks and place them on my table. “Now, Mary, you may come and hand me six single sticks from the table. Mary comes, looks at the sticks, and says, ‘I can’t. There are only three.’” “Yes, but I must have 6 sticks. Who will give me 6 sticks? Well, Carrie, you may try.” Carrie comes and says, ‘I can get some out of one of the bunches.’” “Very well, untie one of the bunches. Now it is not a bunch at all, but falls into—how many pieces?” “Ten.” “Yes, ten single sticks, and, with the three sticks you had before, they will make how many single sticks?” “Thirteen.” “Now give me 6 sticks, and how many single sticks have you left?” “Seven.” “And what else have you?” “One bunch.” “Yes, one bunch and seven sticks. Now I will write on the board just what I had on my table—2 bunches and 3 sticks. How many did I want Carrie to give me?” “Six.” “Now I will put the 6 right here, so that we can remember how many I wanted. What did she have to do before she could give me 6 sticks?” “Untie a bunch.”

“Now, if we untie one of these two bunches, we will have just one whole bunch there, so we will cross out the 2 and place 1 above it, so that we shall remember that we have just 1 whole bunch. Then the bunch that she untied made 10 sticks, and with the 3 that she had here?” “Thirteen.”

“Now, how many does she give me?” “Six.” “And how many single sticks left?” “Seven.” “Yes, and we will put that right under

this line, and now how many whole bunches have we left?" "One."
"So, we have under this line 1 bunch and 7 sticks—just the same that Carrie had left on the table."

After a few such exercises the children have no more trouble with borrowing tens.

This method, it is true, does not explain the process which borrows 1 from the next higher order of the minuend and then adds 1 to the next higher order of the subtrahend. Perhaps some one could make that process clear to the minds of children; but I should fail, for the reason that it has never yet been made clear to my own mind. A method that authorizes me to borrow a cup of sugar from one neighbor and then square the account by paying it to another neighbor, will, it is true, leave the correct result with me, as I keep nothing that does not belong to me. But I think it would be likely to cause trouble in the neighborhood; and I do not believe I could induce even a six-year-old boy to lend his jack-knife on those conditions; and it seems to me that, if the honest nine digits had possessed the power of speech, they would long ago have entered their protest against that kind of neighboring.

The children can make their own multiplication table, and at this point the signs of multiplication and division can be introduced. When a child finds that $2 + 2 + 2 = 6$, he can easily be made to see that he takes 2 just three times. Then show him that it is a shorter way to write it $3 \times 2 = 6$. Let him use the sticks until he reaches numbers so large that the sticks become burdensome, and then let him make marks in groups on his slate, adding the groups and writing the results first by addition and then by multiplication. In this way he will make his own multiplication-table and will commit a good share of it to memory while making it. We have found singing the table to be a great help to the children in memorizing it. Division may be taught as the reverse of multiplication, or as a short method of subtraction.

Let the children take two measures, one of which is much larger than the other, and see how many times they can fill the smaller one and pour its contents into the larger. Suppose that the sixth time the smaller one is completed, the larger one is found to be just full; then a few words will explain to them what contains means, and they know that the larger measure contains the smaller one just six times.

Then they will also see that if taking three chestnuts two times will give them six chestnuts, six chestnuts must contain three chestnuts two times. Now let them call the sign of division contains, and they will understand how to express on their slates *six contains three two times*.

($6 \div 3 = 2$.) Carrying tens to the next higher order in multiplying, and reducing them to the next lower order in dividing, will not be difficult for the pupils to grasp after they have become perfectly familiar with carrying and borrowing tens in addition and subtraction, and understand how one unit of one order makes ten of the next lower.

We do not present this as the best method of teaching Primary Arithmetic, but simply as one of the many stepping-stones on the way toward finding the best method. But we believe that the best method, when found, will be that one which most easily renders the first steps in arithmetic as clear to the mind of the six-year-old as advanced mathematics is to the mind of the advanced student. We believe that this wonderful "walking interrogation point" demands the *why* as well as the *what*. Answer the *what* and you do well; answer both the *what* and the *why*, and is it not better?

DECORATED MANUSCRIPTS OF AMERICAN AUTHORS.

BY JOHN B. PEASLEE.

The twenty-fourth District School, of Cincinnati, possesses twelve manuscripts of American authors so exquisitely decorated in water colors by the artist, E. D. Grafton, as to make them, perhaps, the most important addition to works of art that has been made in this country within the past year. The decorations are all upon the white surfaces of the mats surrounding the manuscripts. They consist of the portraits of the authors, their birth-places or homes, of floral ornamentation, of arabesque work, of ideal figures, and other designs; all arranged so as to form a beautiful picture. The decorations, mats, and frames, were obtained through the generosity of Mr. Louis Van Antwerp, of the firm of Van Antwerp, Bragg & Co., and at a cost to him of \$100 each, or \$1200 in all. The school, on account of their great value, which will increase as year after year farther separates them from authors and artists, has decided to give them in charge of the Cincinnati Museum Association, to be placed in the great Museum building now being erected in Eden Park, in sight of Authors' Grove. There it is to be hoped they will remain, generation after generation, constant reminders to the youth of Cincinnati, to read and study the lives and writings of these great authors in American literature, to the

end that they themselves may grow up into a nobler and better manhood and womanhood. These valuable manuscripts consist of the following: Letter on Spanish Art, by Bryant; noctograph manuscript of a page of "History of the Reign of Philip II of Spain," by Prescott; poem entitled "Nature," by Emerson; letter to James T. Fields, by Hawthorne; poem entitled "The Serenade," by Longfellow; letter to Fields, by the great Agassiz; poem entitled, "The Summons," by Whittier; poem entitled "Our Oldest Friend," by Holmes; letter to Fields, by Willis; article for the *Atlantic*, on the death of Arthur Hugh Clough, by Lowell; poem entitled, "Plymouth," (1620), by Fields, and letter of presentation by Mrs. Fields.

It should be stated here that the 24th District School, by planting a group of oaks in Authors' Grove, Eden Park, in memory of James T. Fields, and designating it by a granite "marker," elicited from Mrs. Fields the complimentary presentation of these manuscripts and autographs of American authors.

HELP FOR THE NEEDY.

BY JOHN HANCOCK.

Perhaps no more important matter of legislation has ever come before Congress than that which proposes national aid for the schooling of the illiterate of the country. Of course such aid looks almost exclusively to the educational condition of the South. And when it is known from incontestible evidence that, of the colored half of the voters in eight of the States of that section, more than eighty per cent. can neither read nor write, and that, added to this, there is an amount of illiteracy among the white voters not readily to be conceived in the North, the duty of every lover of his country lies clear before him. It has been felt by educators in all the old free States ever since the close of the civil war, that in view of the dense ignorance of the colored people, enfranchised without previous preparation by constitutional enactment, the duty of the government toward these people was plain and imperative. Every consideration, ethical and political, demands speedy provision for the education of the race. The National Association, the largest and most influential body of teachers in the country, has for more than a dozen years been urging this subject upon the attention of the National Legislature. Last year a liberal bill,—as to the

fund appropriated at least,—passed the Senate, and is now awaiting action in the House.

But, strange as it may seem, this measure, which proposes to distribute for educational purposes within the next ten years the enormous sum of seventy millions of dollars, has thus far met its most determined opposition from representatives of that section of the Union which is to be chiefly benefitted by it. The old radical theory of State Rights, which was supposed to be overthrown by the harsh argument of bayonets, arrays itself with invincible stubbornness against the reception of a gift from the Nation, unless the recipients shall be allowed to prescribe the terms on which the gift is to be made.

But it is not my purpose to discuss this question of national aid—the readers of this magazine, I doubt not, are already unanimously agreed on it—but to call attention to Judge Tourgee's recently published book, "*An Appeal to Cæsar.*" This is a work that should be read by every man in America. The facts he sets forth and the conclusions he draws from them with relentless logic are such as must cause the most thoughtless to pause and consider. The tone of the author is that of an honest, earnest, thoughtful patriot, deeply impressed by the perils he believes to be lying in wait for his country. The purpose of his book is to show the vital necessity of acting upon this matter of national aid for education in the South at once. Delay, he thinks, may be attended with more frightful calamities to the people of the whole country than were those of the great conflict between the two sections of the Union.

Judge Tourgee is opposed to having the share of each State in the proposed appropriation handed over in a lump to the State treasury to be expended under State authority. He fears under such a plan that part of the community most needing aid, might, in some of the States, at least, get but little of it. His scheme is that the money shall be distributed to each school district, from the office of the United States School Commissioner, in proportion to the exact number of illiterates in the district, ascertained from the census of 1880. Under his scheme the teachers are to be hired and the schools to be in every way managed by State authority. This plan, as it does not in any way conflict with any just interpretation of State Rights, and is so fair in all its provisions, ought to be satisfactory to the South as well as the North. In any event, this session of Congress ought not to close without taking favorable action, and teachers especially, should exert themselves to see that it does not.

THE OLDEN TIME AGAIN.

BY WILLIAM TAPPAN, GAMBIER, O.

In the November number of the EDUCATIONAL MONTHLY, appeared an article by Henry A. Ford, A. M., entitled, "A Chapter from the Olden Time," in which the writer speaks of the "Western Literary Institute and College of Professional Teachers." Mr. Ford refers to two volumes in his possession, containing accounts of the transactions of some of the meetings of that society. In the December MONTHLY Mr. H. S. Doggett speaks of another volume of the "Transactions," different from each of those in the possession of Mr. Ford. In the January MONTHLY, C. W. S. speaks of a volume in the library of the Ohio University, which is, however, the same as one of those owned by Mr. Ford. I have on my table at present *six* volumes of these "Transactions," five belonging to the Library of Kenyon College, the sixth to my uncle, Dr. Eli T. Tappan. This fact and the further fact that this subject has received attention in three successive numbers of the MONTHLY, have induced me to write the present article.

Mr. Ford, in his article, spoke briefly of the history and work of the society under discussion. Besides, Dr. E. E. White, in the "Centennial Volume of Education in Ohio," has a sketch of the society, to which those who wish can refer. My remarks, therefore, shall be confined to the volumes before me.

These six volumes contain the transactions of seven consecutive annual meetings, all held in Cincinnati in the years 1834-1840 inclusive, the sixth volume, printed in 1841, containing "Transactions of the Ninth and Tenth Annual Meetings of the Western Literary Institute and College of Professional Teachers, held in Cincinnati, October, 1839, and October, 1840." Dr. White, in the article already referred to, speaks of "*the seven volumes of 'Transactions.'*" He also says, however, that "the proceedings of the meeting, in 1831, of the Western Literary Institute were published in a neat pamphlet." It may be that this pamphlet is one of "the seven volumes of 'Transactions.'" It is not improbable, however, that the volume unaccounted for was of a meeting later than 1840, as the society was in existence at least until 1845. The volumes before me are marked Vol. I, Vol. II, etc., which would support the latter view.

Volume I bears the date 1835, and gives the record of the "fourth annual meeting, held in 1834. This is the volume owned by Mr. Doggett, and its contents have already been given by that gentleman. The "Preface" of this volume states the origin of the "College of Teachers," and adds that "the project was the work of Teachers, as

may be easily imagined; but the sympathies of noble-minded and patriotic citizens, more ambitious of usefulness than fame, have been the animating cause of its permanence and success." From the Preface we learn also that the proceedings and addresses of the first General Convention, in 1831, were published in No. 1, of the *Academic Pioneer*. (This may possibly be the "pamphlet" spoken of by Dr. White.) The addresses of the next meeting were not published. "It was our poverty," as the Committee says, "and not our will, that consented to this failure." The attention attracted by the "brief view" of the proceedings of the *third* meeting, must have had an influence in leading the committee to publish the extended report of the fourth meeting contained in Vol. I of the series before me. I quote two resolutions from the minutes of this meeting, as a fitting index of its spirit.

"Resolved, (as the expression of the College,) that it is the *duty* of each member of the same to endeavor to establish county societies of education, where no such associations already exist, and to communicate a written report to this college at its next annual meeting." Also,

Resolved, That each member of this College employ himself during the coming year, as far as practicable, in collecting facts on the subject of Education, and report the same at the next annual meeting."

Mr. Grimke's address, in this volume, is remarkable for being printed according to the phonic method of spelling. Mr. Grimke's oration takes the strong ground that "Neither the Classics nor the Mathematics should form a part of a Scheme of General Education in our Country."

Vol II opens with an animated "Introduction," of about five pages, on the necessity of popular education in America. In the minutes of this volume is a report which recommends that a committee be appointed in each State in the West to petition the respective Legislatures "in behalf of Universal Education." The addresses in Vol. II are as follows: "Opening Address," by President Picket; "Domestic Education," by T. J. Biggs; "Education of Immigrants," by C. E. Stowe; "Practical Education," by J. L. Scott, A. M.; "Anatomy and Physiology," by Alexander Kinmont, A. M.; "Discussion" of the preceding report, by Daniel Drake, M. D., and A. Kinmont; "Relative Duties of Teachers and Parents," by Wm. H. McGuffey; "Report on the Best Method of Establishing and Forming Common Schools in the West," by Samuel Lewis; "Discussion" of the preceding report, by Judge Looker, E. D. Mansfield, Esq., Dr. Drake, Samuel Lewis, Esq., and others; "American Education," by Nathaniel Holley, A. M., followed by remarks by W. H. McGuffey; "Man-

The Olden Time Again.

ual of Instruction," by Albert Picket, Sen., and others; "Definitions," by Wm. Hopwood, A. M.; "Composition," by D. L. Talbott, followed by remarks by W. H. McGuffey; "Penmanship," by G. W. Woolley; "Common Schools," a report; and remarks on auxiliary societies, by M. G. Williams. The volume has an "Appendix" and "Table of Contents."

Vol. III has an "Introduction" which begins, "Citizens of the Western States—We dedicate this work to you." The "Minutes" in the volume are full of interest; but only a list of the addresses and reports can be given, as follows: "Opening Address," by Albert Picket, Sen.; "Universal Instruction," by Joshua L. Wilson, D. D.; "Intellectual Philosophy," by Rt. Rev. Bishop Purcell; "College Government," by R. H. Bishop, D. D.; "Moral Culture," by Alexander Campbell; "Requisites of Teachers," by E. D. Mansfield, A. M.; "Education," by S. H. Montgomery; "Popular Education," by John P. Harrison, M. D.; "Female Patriotism," by Mrs. L. H. Sigourney; "Annual Report" of the Executive Committee; "Fluctuation of Schools," by Samuel Lewis; "Study of the Bible," by Rev. B. P. Aydelott, M. D.; "Agriculture," by Elijah Slack, A. M., M. D.; "Manual Labor," by M. G. Williams; "Fictitious Compositions," by Alexander Kinmot, and on the same by E. Slack; "Examinations," by A. H. McGuffey; and five other reports. There is a closing address by Alexander Campbell; also an "Appendix" and a "Table of Contents."

Volume IV, after a short "Introduction," the "Names of the Members," the "Minutes," and the "Constitution," contains the following addresses and reports: "Opening Address," by President Picket; "The Moral Influence of Rewards," by Rev. S. W. Lynd; "Expediency of Adapting Common School Education to the Entire Wants of the Community," by Samuel Lewis; "Address in Behalf of the Mechanics' Institute," by John P. Foote; "Domestic Education," by B. P. Aydelott, D. D.; "Effects of Education upon the Physical Development of Man," by William Wood, M. D.; "Moral Dignity of the Office of the Professional Teacher," by Samuel Eells; "Report on the Expediency of Introducing Selections from the Bible, instead of the Bible itself, into our Schools," by Rt. Rev. J. B. Purcell; Report on the same, by B. P. Aydelott, D. D.; "Report on the Importance and Practicability of Creating Departments in our State Governments, having the subject of Public Instruction under their immediate Supervision," by Alexander Campbell; "Constitutional Law," by E. D. Mansfield; "Early Mental Culture," O. L. Leonard; "Civil Engineering as a Branch of Collegiate Education," by O. M. Mitchell;

"Linear Drawing," by F. Eckstein; "Vocal Music," by T. B. Mason and C. Beecher; "Relation of Trustees and Faculties in Literary Institutions," by B. P. Aydelott; "Report, Whether Infant Schools Ought to be Constructed rather with a Reference to Moral than Intellectual Culture," by Joshua L. Wilson; "The Importance of Moral Education Keeping Pace with the Progress of Mechanic Arts," by Benjamin Huntoon; "The Inducements to accept Teaching as a Life Profession," by Mrs. Julia L. Dumont; "Report on the Course of Instruction in the Common Schools of Prussia and Wirtemberg," by C. E. Stowe; "Outlines of True Education, and the National System," by Walter Scott; "Poem," by Mrs. Caroline Lee Hentz.

Volume V contains the following addresses and reports, besides the minutes, etc.: "Opening Address," by President Pickett; "The Bible as a Means of Moral and Intellectual Improvement," by C. E. Stowe, D. D.; "The Formation of Society," by Hon. John McLean; "Moral Culture," by Rev. M. M. Carll; "Uniform System of Common School Education," by E. Vance; "Advantages of a Department of English Language and Literature in Colleges," by B. P. Aydelott; "Modern Languages," by J. F. Meline; "College Government," by Rev. Dr. A. Wylie; "The Uses of History," by E. D. Mansfield; "Female Education," by Mrs. A. H. L. Phelps; "Conversation, as a Study to be Introduced into Schools," by Mrs. C. L. Hentz; "Education," by T. S. Reeve; "Gymnastic Exercises," by J. C. F. Salamon; "Physical Education," by William Wood; "Professional Education," by C. E. Stowe; "Education," by Wm. Slocomb; "Valuedictory," by Rev. A. Wylie. The "Appendix" contains a "Report on the Duty of Teachers," and "The School-Master," by E. P. Langdon.

Volume VI consists of two parts. Part I has the minutes for 1839, and addresses and reports, as follows: "Introductory Remarks" on the Society, by Dr. J. L. Wilson; "Opening Address," by President Pickett; "Discipline," by J. P. Foote; "Annual Report" of Executive Committee; "The Duties of American Citizens," by B. P. Aydelott; "The Pleasures and Pains of Teaching," by Anne W. Maylin; "Corporal Punishment," by James Shannon; "The State of Education in Georgia," by J. Dillingham; "Sensations and Ideas," by Thos. Maylin; "Female Education," by Wm. Johnston; "Extending the Usefulness of the College," by a Committee of five; "Teaching Arithmetic," by D. Hand, Jr.; "Education of the Blind," by a Committee of seven; "The State of Education in Mississippi," by Prof. C. G. Forshey; "The Blackboard," by Joseph Ray, M. D.; "Primary Education," by G. R. Hand; "Annual Address of the

Executive Committee." Part II contains the minutes for 1840; a list of the officers for 1840-41; subjects for reports in 1841, comprising fifty-one subjects; the Constitution, and By-laws; names of members; and the following addresses and reports: Report of Executive Committee; "The Classification of Human Knowledge," by Roswell Park, A. M.; "Female Education," by J. McD. Matthews; "Co-operation of Parents and Teachers," by S. N. Manning; "Natural Science," by F. Merrick; "Ancient Languages and Literature," by T. J. Biggs; "English Universities," by J. H. Perkins; "The Education of the Conscience," by James Challen; "The Immortality of Mental Influence," by Dr. Morrill; "Elevating Public School Teachers," by Joseph Ray; "Voluntary Obedience," by Thomas Maylin; "Report on the Definite Objects for the Action of the College," by a committee of six; "Evidences of Christianity," by Rev. Thornton A. Mills; "The Moral and Intellectual Faculties," by Rev. M. M. Carll; "A Course of Instruction for Common Schools," by G. R. Hand; "Formation, Constitution, etc., of the Cincinnati Society for the Promotion of Useful Knowledge;" "The Present Condition of the Ohio Mechanics' Institute;" "Female Education," by Wm. Johnston; "The Influence of Vagrant Boys," by J. H. Perkins. The last two were read at the meeting of 1839, but were omitted from Part I.

This outline may serve to indicate, in a measure, the nature of the "College of Professional Teachers," but cannot give an adequate notion of the zeal and energy manifested at the meetings, or of the great excellence of many of the addresses and reports. These pages manifest a spirit of earnestness, industry, and inquiry,—qualities which all good educational work must arouse and encourage in the teachers. Educational societies should be broad and far-reaching, helpful and inspiring; above all, they should lead the teacher to a high and true conception of his work, and stimulate him to the greatest individual development. This the "College of Teachers" sought to do: and in as much as it did so, it had the essential elements of the perfect association,—whether of yesterday, to-day, or to-morrow.

Any teacher can be of some help to bright pupils; only the best teachers can really aid dull children. "I wish that boy were out of my school," said of a dull pupil, marks a selfish if not a cruel teacher, while a genuine love for the weak and backward shows the heart of a true teacher. Many pupils are dull because they have dull teachers.

NOTES AND QUERIES.

"THE INSTITUTE FUND."

There are various causes at work which will materially diminish this fund. The State Board is issuing certificates for ten years, in large numbers; and the county boards are now granting long-time certificates,—for 3, 4, and 5 years; and more than this, the stagnation in business makes the teachers more stable, and consequently the number of applicants is much reduced. Examiners report a great falling off in fees. While there are no normal schools in Ohio supported by the State, we have been able to keep abreast of other States in educational progress by means of the good work done in our county institutes. The institutes must be maintained. Since the Legislature has unwittingly reduced the institute fund by two modifications of the school law, it can be restored or kept intact by changing *one word* in Sec. 4071 of the school law. This should be thus modified: "And as a condition of examination each applicant shall pay to the board a fee of *one dollar*."

A. B. JOHNSON.

H. L. Peck, of Barnesville, takes a different view: "I not only object to raising the fee to one dollar, I object to any fee. The State of Ohio is able to certificate her teachers without compelling them to pay for it. The State is able also to put a dollar annually into the institute fund for each and every active teacher in each county; and both of these she ought to do."

We are glad Mr. Johnson and Mr. Peck both agree with us in one thing, namely: that the institute fund should be kept up. The only difference is in regard to the means of accomplishing it. We would not seriously object to Mr. Peck's plan, if our law-makers could be made to see it in that light. Yet we doubt the expediency of adding anything to the cost of our already costly school system, especially when the same end can be reached in another way. The largest individual responsibility consistent with the public welfare is usually best. The small fee which teachers have heretofore paid for examination is scarcely felt, and yet it has been sufficient to sustain an institute in each county each year. All that is now proposed is to restore this fund to what it was before the extension of the time for which certificates may be granted.—ED.

LETTERS.

Mr. Robert W. Steele, of Dayton, renews his subscription for 1885, and adds: "I was glad to receive the January number of the MONTHLY in its beautiful new dress, which leaves nothing to be desired in the way of paper and typography. I have been a reader of the MONTHLY from the beginning, and although not a teacher by profession, I have always found it suggestive and profitable. It was never better than now, and I am glad of the evidence of its increased prosperity."

I was not aware that the volumes of Transactions of the Ohio College of Teachers were rare and difficult to obtain. The Dayton Public Library has five volumes, 1834-1839. Our public library is quite full in the department of education, special effort having been made in that direction."

F. H. B., Niles, Ohio, writes: "Mine is only a district school. After teaching three months I examined and classified my school, making four grades, and reducing the number of daily recitations from *forty* to about half that number. By making free use of the black-board, I get along with different text-books in the same class, without serious inconvenience. Examinations are held every two months. Thanks to the MONTHLY which has aided and stimulated me in my work. I could not well do without it."

We wish there were an F. H. B. in every district school in Ohio. But the heaven is working. A few such earnest spirits are showing what can be done, and others must follow their example sooner or later.—ED.

ANSWERS TO QUERIES.

"If the cost of an article had been $12\frac{1}{2}\%$ more, my gain would have been 5% less. What was my gain %?"

This little problem will not down. We thought we had given it a quietus in our last issue, but not so. Almost every mail still brings something concerning it. Mr. Metcalf very gracefully acknowledges his error, saying, "I fully understand the troublesome query now. 250% is the correct answer." Mr. Pond and others are not yet convinced, most of them claiming 45% as the correct answer. Mr. Pond must pardon a quotation from his very pleasant letter. "The January number of the MONTHLY for my grand-daughter has just come to hand; and, having taken a hand in the solution of that problem, I very naturally turned to see whether the same had been solved. . . . I am now in the last half of my eightieth year. I was never a teacher—never qualified for one; but have always felt an interest in mathematical problems. The number and variety of answers to this one attracted my attention, and I thought I would try to find the 'elephant.' You think I have failed: well, others better educated have failed before me. Still, I think the problem a simple one. I would be pleased to see the proof of the true solution."

The problem is not a difficult one. All depends on a right apprehension of the conditions. A cost price and a selling price are implied. The problem supposes an increase of the cost price without any change in the selling price. Under these conditions, whatever is added to the cost is subtracted from the gain. $12\frac{1}{2}\%$ of the cost, then, equals 5% of the gain; from which it is found that the gain is 250% of the cost. Proof: Suppose the cost to be \$100, and the selling price, \$350; the gain would be \$250. Increase the cost by $12\frac{1}{2}\%$ of itself, and we then have: cost, \$112.50; selling price, \$350; and gain, \$237.50, the gain being 5% less than before; and this agrees with the conditions of the problem.

The following solution, by Superintendent Peck, of Barnesville, may be more readily understood by some:

"To gain 1 % less, the cost must have been 1.5 of $12\frac{1}{2}$ % more = $2\frac{1}{2}$ % more. To gain 100 % less, or nothing, the cost must have been 100 times $2\frac{1}{2}$ % more = 250 % more; or, that selling price and cost price be the same, the cost must have been 250 % (of cost) more than cost, and selling price was 350 % (of cost). As cost was 100 %, the gain was 250 per cent.

Now let us rest.—ED.

The *tenth* query in our December issue has not been answered. None of our contributors seem quite willing to tackle it. The inquiry is, in effect, whether it is best to use the *rule method*, or the *rational method*, in teaching multiplication and division of common and decimal fractions, and why? The question is an important one, and involves a good deal of the philosophy of education. We attempt only a brief answer, hoping that some of our contributors will yet give us a full discussion of the question.

We are not prepared to say that either method is right and the other wrong, under all circumstances. Something will depend upon the age and capacity of the pupils, the amount of time at command, and the end aimed at. As a general rule, the rational method is to be preferred. This is true in teaching anything, and the subjects named in the query present no difficulties which should make them exceptional. It is better for pupils to learn facts and processes by observation and experiment, whenever this is practicable. It not only leads to the discovery of principles and fixes them more firmly, but it gives better exercise to the mind. It calls into use more and higher faculties, and, what is very important, it forms better mental habits.

Just as we write, our eye falls upon this, exactly to our purpose, though rather strongly put, from Tate's *Philosophy of Education*: "What is learnt by rote is little better than so much useless lumber in the mind. Never teach by rules, when you can teach by principles; never get a child to learn anything by rote, until he understands the subject-matter. When he understands it, then he will readily learn it by *heart* and not by *rote*; the subject will have penetrated his soul,—he will love it because it has become a part of himself,—it will be engraven on his mind as with a pen of iron, and there it will remain, unchanged and unchangeable, forever."—ED.

The following answers came after the foregoing was written:

Good teachers do not confine themselves to either method, but use both. Beware of the teacher who has one method—it is a hobby. A good teacher does not mingle these methods in the same way while teaching decimals that he does while teaching common fractions; for as the pupil advances the methods should vary. E. T. T.

Probably all teachers and superintendents think themselves "practical" and their schools the "most progressive." A method which one considers "rational" another may consider irrational, and both claim to be "practical" and "progressive." Opinions differ as to the validity of alleged "laws" not scientifically established. When the

laws of mental development are as clearly known as the laws governing the solution of quadratic equations, there will be no more difference of opinion concerning educational "methods" than there now is concerning the methods of solving a quadratic. There may be different methods, but all will be based on demonstrated principles.

The dictum, "Processes before rules—rules through processes," epitomizes a rational method of teaching most subjects in arithmetic, and should be observed in teaching those named in the query. I suppose "the practical teachers and superintendents of the most progressive schools" do observe it in teaching those subjects, and do so because it is rational. The query implies that the querist considers the "rule method" irrational. I have known good teachers to teach some subjects, as the extraction of roots of numbers, by the "rule method," omitting all explanations and reasons until the pupil was able to perform the work with "promptness and dispatch," in accordance with the directions of the rule.

H.

Q. 1, p. 35.—England fitted out vessels for the Confederate service, for which she paid \$15,500,000 to the U. S. government, after the war was over. She certainly gained some experience, if nothing else.

E. C. D.

Great Britain reaped the following advantages from the civil war :

1. A very profitable market for her goods.
2. Higher interest for her loans than at home.
3. Supplanting our merchant marines.

J. S. W.

Q. 2, p. 35.—One of the leading interests of Attica, in Greece, bordering upon the Saronic Gulf, is the production of salt from sea water—hence the name Attic salt, meaning a poignant, delicate wit.

S. M. T.

Q. 3, p. 35.—Davy Jones, an expression for "evil spirit" who was supposed to preside over the demons of the deep. The ocean is termed by sailors "Davy Jones' Locker."

W. H. B.

Q. 4, p. 35.—The U. S. Court, in such case, would simply enforce the provisions of the statute of the State in which the contract was made.—ED.

Q. 5, p. 35.—As Sydney lies west of the day meridian and Honolulu east, and the earth rotates toward the east, any day begins first at Sydney, and the difference of longitude to be used in computing the difference of time is the sum of $151^{\circ} 11'$ and $157^{\circ} 52' = 309^{\circ} 3'$, which corresponds to 20 hrs, 36 min. 12 sec. Since it is Sunday morning first at Sydney, when it is 12 o'clock 5 min. A. M. at Honolulu, it is 39 hrs. 36 min. 12 sec. later at Sydney. 12 hrs. later than 5 min,

past 12 A. M. Sunday, is 5 min. past 12 P. M. Sunday, and the remaining 8 hr. 36 min. 12 sec. is 8 hr. 41 min. 12 sec. P. M. Sunday.

Plainville, O,

O. F. WILLIAMS.

O. C. L. and W. F. V. take the same view, use the same method of solution, and get virtually the same answer. W. H. Bauscher, C. E. Gullett, and N. W. Miller get 41 min. 12 sec. past 8, P. M., Saturday. We think the answer given by Mr. Williams is correct.—ED.

Q. 6, p. 35.—No answers have been received. W. H. B. does not "understand how two triangles could be erected on opposite ends of the same base, as stated." Take this hint: the bases of the two triangles overlap, forming one straight line, the hypotenuses cutting each other. Will J. A. O. send solution?—ED.

Q. 7, p. 36.—F. H. B. gets \$146 14-41 and \$153 27-41, and W. H. B. gets \$142.50 and \$157.50; but we do not think either answer is correct. We think one horse cost \$147.56, and the other \$152.44. It is to be noted that what is gained on one horse is 5 per cent. more than what is gained on the other; not that the *rate per cent.* of gain on one horse is 5 more than on the other. The point of difficulty in this problem is similar to that in the famous Q. 2, p. 488.—ED.

Since the foregoing was written, G. W. Leahy has sent a correct solution.

Q. 8, p. 36.—Yes. Washington, *than* whom there is none nobler, was a patriot. "Than," preposition, having *whom* as its object.
E. C. D.

No. "Than" appears to have the use of a preposition in such examples as the following from Milton:

"Which, when Beelzebub perceived, *than whom*,
Satan except, none higher sat," etc.

This is an obvious example of enallage. "Whom" is objective, not because "than" is a preposition, but by enallage for the nominative.

W. D. DRAKE.

O. C. L. and J. S. W. agree with E. C. D.; W. H. B. agrees with Mr. Drake. Each of our readers is now at liberty to take his choice. We prefer Mr. Drake's view.—ED.

Q. 9, p. 36.—"As" is a subordinate conjunction. W. D. DRAKE.
"As" is a conjunctive adverb. W. H. B.

Q. 10, p. 36.—"There" is an adverb of place, having the force of a noun, the object of the preposition "from." O. C. L.

Prepositions are sometimes followed by adjectives or adverbs used substantively, with which they form adverbial phrases. W. H. B.

Q. 11, p. 36.—"Three times three are [is] nine, *i. e.* three taken three times is nine. "Three" is a noun, subject of "is." "Times" is a noun, adverbial objective. O. C. L.

The combination "*three times three*" is a noun, subject of "are."

E. C. D.

"Times" is a noun, adverbial objective.

J. V. HILLIARD.

Q. 12, p. 36.—"Him," the object of "shall have;" "well," an adverb modifying "to friend;" "to friend," an infinitive, with the construction of an adjective, modifying "him."—The same thought might be expressed by, We shall have him well friending, or favoring.—ED.

"What" is an adverb, equivalent to "partly," and modifies the phrase "with you." "Am made a slave of" is an idiomatic expression that should be condemned. If parsed as it reads, the whole expression must be considered a complex verb in the passive voice,=am enslaved. Many similar expressions might be given; as, "The farm *has* not yet *been taken possession of* by its owner." W. D. DRAKE.

Q. 13, p. 36.—"Feet" and "inches" are nouns, adverbial objective, modifying "high."

J. S. W.

Contributors would confer a favor by writing only on one side of the paper. That which is written on both sides usually finds its way into the waste-basket. Answers and queries should reach us as early as the fifteenth of the month.—ED.

QUERIES.

1. Does the law require a superintendent of public schools, i. e., a man whose duties are exclusively supervisory, to hold a certificate? If so, must such certificate cover *all* branches taught in the schools which he superintends?

P. H. L.

2. When and where was the term "greenbacks" originated?

F. H. B.

3. When does the 20th century begin?

B. F. H.

4. What is to be understood by annual interest; is there any difference between annual interest, and interest for one year?

E. C. D.

5. The number of acres in a field is just equal to the number of rails required to fence it, allowing sixteen rails to the rod. How many acres in the field?

N. W. M.

6. What per cent. would I realize on an investment in 4 per cent. bonds at 70, when gold is at 103?

V. R.

7. A man whose son and daughter are away, made his will thus: If only the son returned his wife should have $\frac{2}{3}$ and the son $\frac{1}{3}$ of his property; if only the daughter returned, his wife should have $\frac{2}{3}$ and the daughter $\frac{1}{3}$. The son and daughter both returned; how should the estate be divided?

A. B.

8. What is the origin of the expression, "All O. K.?" W. A. V.

9. "I am now at liberty *to confess* that much *which* I have heard *objected* to my late friend's writings was well founded." Parse words in italics. G. S. M.

10. John said "I will go." Is "John" the antecedent of "I"? If so, does the pronoun agree with its antecedent in person? G. S. M.

11. "He was ashamed of being seen to weep." How dispose of "to weep." X.

12. What is the origin of the term "gerrymander?" B. G.

13. When, whence, and whither was "Lady Elgin" sailing? What became of her? V. R.

14. A merchant failing in business, can only pay 60 cents on the dollar; how much will A receive to whom he owes \$2200? In solving this problem by proportion, which of the following statements is the correct one?

\$1 : \$2200 :: \$.60 : x; or, \$1 : \$.60 :: \$2200 : x. E. B.

The need of more or more effective moral training in the public schools is becoming apparent to thinking people of all classes, especially in the United States. Such teaching to be effective, should be largely practical and incidental in its character. Little incidents that are constantly occurring in the school-room, or in the play-ground, can be seized upon and made the occasion of valuable lessons. The true method is always the appeal to the moral sense. Every boy and girl has a conscience, and a judicious teacher can usually get that conscience to utter its voice. Let the habit be but formed of testing all action by the great law of right and wrong, and a most valuable step has been gained. Connected with this the appeal to the manliness or the sense of honor of which not even the child is willing to confess himself devoid, will often produce wonderful effects. There is no doubt, however, that a simple, practical manual, so written as to be within the comprehension of a child of ten or twelve, would be of great service to the teacher who is anxious to do his whole duty, and who regards character as the thing of highest importance.—*Canada School Journal*.

EDITORIAL DEPARTMENT.

THE OLD AND THE NEW AGAIN.

It is evident that the two articles in this number, "Hard vs. Soft in Teaching" and "Impressions of the Great West," were not written from the same stand-point. The writer of each is an intelligent, earnest, honest man, of large experience in the work of education. The one believes in the old, the other in the new. Can both be right? We believe so; at least we believe both has truth on his side.

Brother Ogden, from his stand-point, views the kindergarten and the primary school, and he sees evidence of great progress; and he is not mistaken, for great progress has been made in primary instruction. It may almost be said that the primary school of to-day, in this country at least, is a growth of the last twenty-five years. The prodigious efforts put forth in that time to understand the nature of a little child, and the manner and means of its development, have not been fruitless. The little child's spontaneous activity, its curiosity, and its tender and impressible heart, are much better understood, and primary teachers are far more skilful, than formerly. The result is that children in our best primary schools—say the first two or three years of school life—learn more and get better exercise of their faculties, by far, than the children of thirty or forty years ago did in the same time. There is no doubt about this.

But our "old foggy" friend, Jacobus Redivivus, from his stand-point, takes a view further on in the course, and he finds that his son Judah Joseph, in the high school, "is not instructed as his years warrant." He does not know things as he ought, and he is not self-reliant. Jacobus finds, too, that many of his neighbors' boys, in the same school, are not much better,—all the result, he thinks, of "soft teaching;" and he says boldly and directly that the pupils in our grammar and high schools get "less of instruction than those of a generation ago." We want to remind our good friend that it is not an easy thing to make a fair comparison of this kind. The observer is in danger of unconsciously comparing the present attainments of pupils with those of himself and his associates at present, instead of with the attainments of pupils of a generation ago. We more than suspect that when Jacobus and we were boys at school, there might have been found boys not a few who were not instructed as their years warranted. (Of course neither of us was of them.) But, this aside, we believe there is much truth in what Jacobus says. There is entirely too much "easy teaching," and there is softness and lassitude where there should be firmness of fiber and vigor. It is not all chargeable to the teachers, nor yet to the "system," about which we hear so much: the school system is but part and parcel of our modern life, partaking of its characteristics. But we have long observed and lamented what seems to us the prevailing tendency among the young people in the upper grades of our public schools, to look for

help outside of themselves. There is want of self-reliance and self-help. They expect to be carried along and helped through, and their teachers find it easier to help them through than to put them in the way of self-help. We would give something to know how many of all the pupils now studying algebra in the high schools of Ohio, are accustomed to attack a new subject, open it up and plow through it themselves; and how many are accustomed to depend on the teacher first to open up the subject and clear the way somewhat, before starting out. As far as our observation goes, the latter is much the larger class.

We have given much thought to this subject, with a view to finding out the cause and the remedy of the evil complained of. We believe one source of the evil is the continuance of the oral and development methods of the primary school through higher grades to which they are not adapted. Milk and gruel are good food for babies, but the strong growing boy of twelve or fourteen needs good wholesome bread and butter, meat and potatoes. The oral and development methods of the modern primary school are excellent for the little people at first, incomparably better than the monotonous lesson-grinding which preceded, and they should not be discontinued too abruptly; neither should they be continued after they have ceased to be stimulating and nourishing. There comes a time *early* in the school life of every child when it should learn lessons from books, requiring individual and unaided effort. These lessons should be simple and easy at first, but they should increase in difficulty; and from this time on, it should be a chief concern of the teacher to teach his pupils to learn lessons, to master difficulties, for himself. A chief function of the teacher of children who have passed the first two or three years of the school course, is to hold them to their tasks, and see that they are trained into habits of independent effort, of self-reliance and self-help.

The new education enthusiasts may call us old fogey or any other hard name they choose. We are not unfamiliar with the fresh, inviting pastures of the new education: we have been browsing there, more or less, these many years—we confess to being charmed into too much lingering there; and we do not hesitate to say that the greatest need of many schools to-day is a *judicious return to good old ways*. To this we must all come if our work is to stand the test of practical life, in this practical age.

From what has been said, we shall be understood when we say that one of the most important problems that confront the teachers and superintendents of our graded schools at this time, is the adapting and harmonizing the work of instruction, at the various stages of the school course.

The following was not at first intended as an open letter, but we are sure its contents are of sufficient interest to our readers to warrant its publication:

HAMLIN, KAN., Jan. 14, 1885.

Editor Educational Monthly:—Thanks for the copy of the MONTHLY you were kind enough to send me.

I read it from alpha to omega—advertisements and all—and the result is the awakening of such memories of my old home (in Ohio) that I can not be contented without having it regularly. To that end, find enclosed \$1.50 for one year's subscription.

I read with much interest Superintendent Duff's article on the county institute. He does not seem to be aware that we have been trying the plan of a four weeks' institute in this State, for some years. We are well pleased with

the plan and have no thought of giving it up. The institutes of this State are undoubtedly much more beneficial to those who attend than were those I used to attend in Ohio.

Our State Board of Education prepares and publishes every year a "Course of Study for County Institutes." This course of study outlines the branches or subjects taught, and is to be followed by those who instruct in institutes. Each student (teacher) is supposed to possess a copy, and to prepare as for a recitation in school. Half-day sessions are held in most of the counties, the other half of the day being devoted to study. A conductor and two instructors do the teaching, as a rule.

The institute fund is derived from the following sources: Examination fee, \$1.00; registration fee in institute, \$1.00; State fund, \$50.00; County Commissioners may appropriate not to exceed \$100 of county funds. Our institutes cost from \$300 to \$400, and usually have an attendance of about one hundred. Of course a great many attend simply to review for examination, but while that is true (and, I think, always will be true of such institutes), it is certainly a fact that all derive much benefit professionally. We have been trying all the while to increase the amount of professional work and diminish the academic. The progress in this direction is slow but sure. I hope my fellow-teachers in Ohio may soon have the four weeks institutes. Yours truly,

C. P. CARY.

We give place to the following circular, believing that it will interest a large number of Ohio teachers and their friends. Brother Ogden is so well known in Ohio as to make it superfluous for us to say that any trust committed to him will be honestly and faithfully executed.

LAND FOR SINGLE LADIES.

In my travels through the States I have found many persons, mostly teachers, who are interested in the West, and are anxious to see some of its attractions, and to avail themselves of some of its many advantages. It is known to most people that single ladies, as well as gentlemen, are entitled to *land claims* by improving them. I propose to spend the summer of '85 in institute work in the West; and a part of the time, I expect to spend in Dakota, improving a land claim in McIntosh County, just organized, about 100 miles south-east from Bismarck—one of the most beautiful and fertile regions of the West. A county seat has been located on the margin of a beautiful lake about six miles in circumference—Lake Hoskins.

Good land claims can be had within a few miles of this lovely spot, at government rates, ranging from \$2.50 to \$7.00 per acre; and soldiers' claims, homesteads, etc., for simply improving them and paying a merely nominal sum for expense of title, etc. Many teachers, ladies and gentlemen, are availing themselves of these advantages, and are locating in and about this place; and as I expect to have some leisure, I shall be glad to aid any who may wish to travel, as a mere pleasure, or to make investments that will more than double themselves in three or four years.

In order to test this matter, I invite all who are desirous of making this trial, next summer, to correspond with me here, up to April 1; and if a sufficient number can be enlisted, I will most cheerfully become their agent, giving all needed information from Washington, up to that time; and when arrived on the ground, will do all I can to aid in locating such claims as may be intrusted to my care.

During the months of July and August, land excursion tickets can be purchased, on the principal railroads leading into this remarkable country, for about 1½ cents per mile, giving from 30 to 40 days to excursionists, to make their explorations.

The trip itself is worth many times what it costs, in matters of health and pleasure. A circular of information, giving terms, and rates on railroads, will be issued as soon as a sufficient number of excursionists report. I will send, on application, such documents and information as will fully satisfy any one of the advantages of this trip. Address 923 19th St., N. W., Washington, D. C.

JOHN OGDEN.

STATE BOARD OF SCHOOL EXAMINERS.

At the meeting of the State Board of School Examiners held in Columbus, January 17, certificates were issued as follows:

FOR LIFE.

Franklin H. Dewart, Waverly; H. L. Frank, Greenville; John F. Fenton, New Vienna; D. F. Mock, Shreve; Edgar E. Miller, Caldwell; Arthur Powell, Wadsworth; Jacob P. Sharkey, Paddy's Run; W. F. Kelley, McArthur; C. C. Miller, Eaton; Newton W. Bates, Mount Sterling.

FOR TEN YEARS.

Augustus Ashworth, Trenton; James H. Brown, Reynoldsburg; W. O. Bailey, La Rue; Perry V. Bone, Harveysburg; K. S. Blake, Sharonville; F. Gillum Cromer, Union City; F. D. Duncan, Keene; James C. Fowler, New Lexington; J. Reeder Fortney, Sharonville; W. M. Howes, St. Paris; C. O. Howell, Covington; Philip C. Hill, Cheviot; A. B. Hood, Pataskala; J. H. Locke, Pleasant Ridge; R. M. Mitchell, Oakley; John McConkie, Port Clinton; W. H. McFarland, Yellow Springs; O. W. Martin, Loveland; J. W. Moore, Camden; S. S. McBride, West Farmington; W. E. Potts, Batavia; W. S. Ramer, Caledonia; George Rossiter, Shiloh; L. W. Sheppard, West Jefferson; J. Gordon Schofield, Caldwell; Frank L. Sikes, Wheelersburg; E. B. Thomas, Clarington; F. M. Plank, Polk; Laura R. Hines, Belpre; Emily Ball, Portsmouth; Tinnie Cleveland, Washington C. H.; Ada V. Johnson, Plainfield; Rose Morgenthaler, Hamilton; Pauline McKeown, Portsmouth.

A recent number of the *Marion Independent* contains an ironical eulogy, of the "new education," written by Ivan V. Zeston. One of the great advantages of the "new education" is that it "makes scholars without study. The drudgery of study does not comport with the spirit of the nineteenth century. Study does not comport with the buoyancy and vivacity of youth. It is unnatural. The thing must be poured into the minds as a gentle rain shower, amid the aroma of flowers, and the gentle flow of the whispering breezes."

Our contributors have driven us into a small corner this month. There are a good many things we wanted to say, but our contributors have made good use of the space, and our effusions can wait, as must a number of contributed articles intended for this number.

Want of space prevents our giving place to a circular letter from J. H. Hoose, a member of a committee appointed by the National Council of Education to report upon "Recess or no Recess in Schools." We shall endeavor to make room for it in our next issue.

One of the signs of the times is the revival of interest in moral instruction in schools. Mr. Day's paper, with which this number opens, gives a very clear and practical view of the subject. Our next issue will contain another paper on the same subject, by Geo. H. White, of Oberlin.

EDUCATIONAL INTELLIGENCE.

—The Senate bill to increase the examination fee to one dollar has been defeated in the House.

—The winter term of the Salem Academy, situated at South Salem, Ohio, began Jan. 5. J. O. Caldwell is principal.

—The Lorain County Teachers' Association held a meeting at Elyria, January 17. The program was devoted mainly to reading-circle topics.

—A good meeting of the Holmes County teachers association was held at Millersburg, on Saturday, Jan. 10. The high school room was well filled.

—The Jackson County institute was in session Dec. 29-Jan 2, inclusive. President A. A. Moulton, of Rio Grande college, was there and reports a good time.

—The New Lyme Institute, Ashtabula County, is prospering under Prof. Tuckerman as principal. It has five regular teachers, four assistants, and 164 pupils.

—The next meeting of the State Board of Examiners will be held in Columbus, sometime in June or July. The exact time of the meeting will be announced in the MONTHLY, hereafter.

—Section 3897 of the revised statutes of Ohio has been amended so that an elector residing in territory attached to a city for school purposes, may serve as a member of the city school board.

—The Western Reserve Normal School at Milan, O., under the principalship of B. B. Hall, continues to prosper. It is doing a good work in preparing teachers for the schools of that part of the State.

—The Guernsey County institute was held at Cambridge during Christmas week. John Ogden and John McBurney were the instructors. The attendance was fifty per cent. larger than at the last session.

—The teachers of Darke County, Ohio, and Randolph County, Ind., held a joint meeting at Winchester, Ind., Jan. 24. The program contains a list of live topics, and indicates a stirring and profitable meeting.

—The *Canada School Journal* has been changed from a monthly to a weekly. It is published at Toronto, at \$2.00 a year. There is another paper just started at Toronto, called the *Educational Weekly*. Yearly subscription price, \$2.00.

—A large and enthusiastic meeting of the teachers of Portage and Summit Counties was held at Akron, on Saturday, Jan. 10. Many of the teachers brought their lunch, the Akron teachers furnished coffee for all, and a good social time was enjoyed.

—The Muskingum County institute was held at Zanesville during New Year's week. John McBurney, editor of the *Eastern Ohio Teacher*, and A. H. Tuttle, of Ohio State University, were the principal instructors. We infer from the report in the *Eastern Ohio Teacher* that the session was one of unusual interest and profit.

—Commissioner Brown has submitted his first Annual Report to the General Assembly of Ohio, and it is now going through the press and will be ready for distribution at an early day. We have received advance sheets of the first hundred pages, from which we feel warranted in saying that the report is an excellent one, a credit to our school system and to our State.

—At the session of the Ohio College Association recently held at Springfield, the following officers were elected: President, C. Cutler, of Adelbert College, Cleveland; Vice President W. B. Bodine, Kenyon College; Secretary, J. K. Newton, Oberlin College; Executive Committee for 1885, President McFarland, Miami University, and E. T. Tappan, of Kenyon College.

—The next meeting of the Ottawa County teachers' association will be held at Rocky Ridge, on Friday evening and Saturday, Feb. 6 and 7. John McConkie, of Port Clinton, will deliver an address on Friday evening. On Saturday, papers will be read and subjects treated by Miss Clara Howard, of Elmore; W. R. Barton, of Rocky Ridge; W. A. Winters, of Oak Harbor, and others.

—The regular bi-monthly meeting of the North-Eastern Ohio Teachers' Association will be held at Cleveland, Feb. 14. The following is the program:

I. President's Inaugural, A Foundation Principle in Education. George H. White, Oberlin.

II. Formal Moral Teaching in the School-room. S. H. Herriman, Medina.

III. History as a Factor in Education. B. B. Hall, Milan.

—The Richland County teachers' institute was held in Belleville, from Dec. 30, 1884, to Jan. 2, 1885. About seventy-five teachers were enrolled. The instructors were Prof. Darst, of Ada, Supt. Lasley, of Plymouth, and A. A. Douglass, of Mansfield. Officers elected, President, D. K. Andrews, Lexington, O.; Vice President, Prof. J. Maglott, Belleville; Secretary, Miss Margaret Sutherland, Mansfield. Chairman Ex. Com., A. A. Douglass, Mansfield, O.

—An International Congress of Educators will be held at the New Orleans Exposition, February 23-28, 1885. Chester A. Arthur is Honorary President, and John Eaton is President. A preliminary program has been published for each of five sections, viz.: Elementary Education; Secondary Instruction; Superior Instruction; Instruction of the Defective, Dependent, and Delinquent Classes; and the Architecture and Hygiene of Schools, Libraries, and Museums.

—The schools of Moline, Ill., under the supervision of W. S. Mack, will hold a second annual industrial exhibit, at the close of the winter term. First, second, and third premiums are offered for pupils' work in ten different departments, including furniture, clothing, bread, carpentry, plain sewing, etc. Two premiums of same grade are offered in each class; one for pupils over the age of 12, and the other for pupils under that age. The premiums range in value from \$1 to \$3.

—The public Schools of Cadiz are making commendable progress under the supervision of O. C. Williams. Special attention is given to physical culture and the correct use of language. A local paper has this complimentary notice:

The Cadiz public schools, in all the departments, have never been more prosperous than they are during the present term, under the management of Superintendent Williams and his very able corps of assistants.

—The second regular meeting of the Medina County reading circle for this year was held at Lodi, Dec. 20. There was an increase in the interest as well as in the attendance. The reviews conducted elicited animated discussion, showing careful study of the various topics. Dinner was provided by the Lodi circle.

The work for the next two months was carefully mapped out and a leader appointed for each subject. The next meeting will be held at LeRoy, the third Saturday in February.

—The Trumbull County teachers' association met at Warren, Jan. 24. The following is the program prepared for the occasion:

- I. Inaugural, Concentration of Energy.....Supt. W. B. Rice, Cortland.
 - II. The Dull Boy.....Supt. F. O. Reeve, North Bloomfield.
Discussion, opened by C. A. Neidhart, Newton Falls.
 - III. Is the Teacher Responsible for the Moral Training of his Pupils—to what extent?.....Supt. L. P. Hodgman, Mineral Ridge.
Discussion, opened by L. G. Spencer, Fowler.
- Query Box. Miscellaneous Business.

—The second session of the joint association of Lake and Geauga teachers was held in the high school building at Chardon, Saturday, January 24th, commencing at 10:30 A. M. The following is the program:

- Paper—Moral Training in State Schools.....Supt. C. W. Carroll, Chardon.
Discussion.....Introduced by Principal John R. Adams, Unionville.
Paper—Some Mistakes in our Teaching.....Supt. S. P. Merrill, Wickliffe.
DiscussionIntroduced by Supt. Ed. Truman, Parkman.

The following questions will be discussed in an informal manner.

- a. Is slang ever allowable in school work?
- b. To what extent should pupils be compelled to commit rules in arithmetic to memory?
- c. To what extent should a teacher "entertain" a class?
- d. To what extent should a teacher discuss an assigned lesson?
- e. Should a teacher use a word not known to pupils?

—The executive committee of the Ohio Teachers' Association held a meeting at Columbus, Dec. 29th and 30th. Secretary Loos informs us that the program for the next annual meeting of the association will be ready for publication at an early day. It will be, in some respects, a departure from the old order. Instead of the usual array of long papers, subjects have been selected for discussion, each to be opened by a person designated, time not to exceed thirty minutes. The design is to give time for freer and fuller discussion of all topics.

The meeting will be held at Chautauqua, provided satisfactory arrangements can be made.

—The fourteenth meeting of the South-Western Ohio Teachers' Association was held at Hamilton, Jan. 31. The program was as follows:

Prayer.....	By Rev. Jas. Murray.
Singing.....	Pupils of Hamilton Schools.
Address of Welcome.....	Rev. E. Simpson.
Response.....	J. P. Cummins.
School Hygiene.....	Dr. Dan. Millikin.
"What May They Expect of Us?"	

Mrs. C. N. Lathrop, Principal Cincinnati Normal School.

"A Suggestion,"	Supt. L. R. Klemm.
Discussion.	

—An interesting session of the Monroe County institute was held at Woodsfield, from Dec. 29 to Jan. 2. One hundred and twenty teachers were present. Dr. R. W. Stevenson, of Columbus, lectured on "The Problem of Education," "U. S. History," "Language," and "School Management." Prof. Martin, of Bowling Green, Mo., on "Elocution," "Penmanship," and "Map Drawing." Prof. Martin gave two elocutionary entertainments, and Dr. Stevenson a night lecture on "The Common-Place." Music of excellent quality was furnished by a Woodsfield choir. Officers were elected for ensuing year, President, Jas. M. Goddard; Secretary, D. K. Luthy; Executive Committee, W. M. Williams, J. H. Hamilton, J. A. Watson. Owing to sickness, Prof. Olney, as announced, could not be present. The work done was all practical.

Jerusalem, O.

TEACHER.

—The program for the annual meeting of the Department of Superintendence of the National Educational Association, to be held at New Orleans, Feb. 24, 25 and 26, is as follows:

Address of Welcome—Hon. Warren Easton, State Superintendent Public Education, Baton Rouge, La.

Response—By the President of the Association.

School Economy—Andrew J. Rickoff, Yonkers-on-the-Hudson, New York.

Discussion: Opened by Hon. J. W. Holcombe, State Superintendent of Public Instruction, Indianapolis, Ind.

Federal aid to Education, some Suggestions as to Methods of Application—Hon. Thos. W. Bicknell, Boston, Mass.

Discussion: Opened by O. V. Tousley, Superintendent city schools, Minneapolis, Minn.

The Public Schools of the Pacific Coast—Hon. Charles S. Young, State Superintendent of Public Instruction, Carson City, Nev.

A True Course of Study for Elementary Schools—Emerson E. White, Cincinnati, Ohio.

Discussion: Opened by William E. Anderson, Superintendent city schools, Milwaukee, Wis.

West Virginia Schools and School Laws—Hon. Bernard L. Butcher, State Superintendent of Free Schools, Wheeling, West Va.

The Rise and Progress of Public Education in Texas—W. C. Rote, Superintendent city schools, San Antonio, Texas.

The Relation of the Common Schools to the University—William Preston Johnson, President Tulane University, New Orleans, La.

Discussion: Opened by John Hancock, Assistant Commissioner Ohio Educational Exhibit, World's I. and C. C. Exposition.

The Status of Education in the South. (One entire evening will be devoted to this topic.)

President, LeRoy D. Brown, Columbus, Ohio. Vice President, James MacAlister, Philadelphia, Pa. Secretary, William O. Rogers, New Orleans, La.

—At the annual meeting of the North-Western Ohio Teachers' Association, held at tiffin, Dec. 30 and 31, a committee, consisting of Alston Ellis, W. W. Ross, A. W. White, and W. T. Jackson, recommended the following list of books for teachers:

FIRST LIST—(Preferred.)

1. Quick's "Educational Reformers." 2. Payne's Lectures on "Science and Art of Teaching." 3. Kiddle's "How to Teach."

SECOND LIST.

1. Spencer on "Education." 2. Hailman's "History of Pedagogy." 3. Trumbull's "Teaching and Teachers."

THIRD LIST.

1. Bain's "Education as a Science." 2. Johonnot's "Principles and Practice of Teaching." 3. Calderwood on "Teaching." 4. Currie's "Common School Education."

The following resolution was adopted at the same meeting:

Resolved, That the fee of applicants for certificates before boards of county examiners should be increased from fifty cents to one dollar, and that we urge this upon the attention of the General Assembly at their next session.

PERSONAL.

—George Krichbaum has charge of the schools of Seville, Medina County.

—Dr. John Hancock is spending several weeks at the New Orleans Exposition, in charge of the Ohio Educational Exhibit.

—Dr. W. S. Eversole, of Wooster, his wife and several teachers, visited the Exposition at New Orleans, in the holiday vacation.

—Prof. McFarland, of the Ohio State University, at Columbus, has been called to the presidency of Miami University, at Oxford.

—J. S. Wharton, for many years a teacher in Ohio, is now in charge of an academy at Rixford, Fla., "away down upon the Suwanee river."

—Dr. John Mickleborough has disposed of his interest in the Hope Normal School and Business College, and has withdrawn from the institution.

—Mrs. John Ogden is conducting a Kindergarten at New Orleans, under the direction of the Bureau of Education, and not in charge of the kindergarten exhibit at the Exposition as stated in our last issue.

—Miss Emma F. Potter, for several years principal of the Ashland high school, died Jan. 17, at her home in Ashland. The *Ashland Times* says she was one of those women whom the world can ill afford to lose.

—Dr. J. B. Peaslee, of Cincinnati, is prominently mentioned in connection with the office of National Commissioner of Education. Dr. Peaslee's large experience and great executive ability give him eminent fitness for the position.

—E. H. Cook, principal of the Potsdam Normal School, N. Y., delivered an address on the Philosophy of Education, before the St. Lawrence County teachers' association. It was the annual session of the association, continuing for three days.

—R. C. Hitchcock, president of Straight University, invites all the friends of that institution, visiting the New Orleans Exposition, to call and see the work the school is doing. It is situated at 490 Canal Street, and is readily reached by street cars.

—Hiram Sapp, at one time a teacher in the Cleveland Schools, and more recently superintendent of schools at Wadsworth, is now at Osceola, Nebraska. He has something to say to Ohio teachers, in our advertising department; and we wish to add from personal knowledge, that our readers will find him accommodating and reliable.

—The *Waynesville News* devotes three columns to a biographical sketch of W. H. Venable. From it we learn that our worthy poet schoolmaster was born in 1836, in a log cabin, on the banks of the Miami river, in Warren County, Ohio; and began teaching in his native county at the age of eighteen, "in one of the worst school-houses imaginable."

NEW BOOKS.

A Temperance Physiology, for Intermediate Classes and Common Schools. Prepared under the Direction of the Department of Scientific Instruction of the Women's National Christian Temperance Union, Mrs. Mary H. Hunt, Superintendent. With a preface and Endorsement of Scientific accuracy, by A. B. Palmer, M. D. A. S. Barnes and Co., New York and Chicago.

The title of this book sufficiently describes it. In style it is elementary and pleasing, and in typography, paper and binding it is beautiful. It cannot fail to do good wherever it is read. There should be a copy in every household.

Oral Lessons in Number: A Manual for Teachers. By E. E. White, A. M., LL. D. Published by Van Antwerp, Bragg & Co., Cincinnati and New York.

In the preparation of this book, Dr. White has performed a most important service for the teachers and pupils in the primary schools of this country. We predict that it will shape the instruction in primary arithmetic for generations to come. It contains, in detail, a graded course of lessons for each of the first three years of school life, with a concise statement of principles involved, and suggestive methods of teaching elementary processes, definitions, and rules. What a godsend to superintendents as well as teachers; and what a blessing to young country teachers who have no course of study mapped out for them.

Webster's Condensed Dictionary. Edited under the Supervision of Noah Porter, by Dorsey Gardner. 800 pages, and over 1500 illustrations. New York and Chicago: Ivison, Blakeman, Taylor and Company. Springfield, Mass.: G. and C. Merriam and Company.

This is a new compilation, on a plan different, in some important particulars, from all other dictionaries. Its compact arrangement and its grouping of words derived from the same root permit more matter in the same space and type than any other dictionary published, and it is claimed that its definitions are fuller and more valuable than any other abridged dictionary. Its form is thick duodecimo. Sent by mail, post-paid, for \$1.80.

Elements of Geometry. By Eli T. Tappan, LL. D. New York: D. Appleton & Co., 1885. Introduction price, 92 cts., exchange, 60 cts. C. B. Ruggles, agent, Cleveland, O.

The subject is stated in Part First, Part Second is devoted to Plane Geometry, and Part Third to the Geometry of space. The author's long experience as a teacher of mathematics, the criticisms of fellow-teachers upon a former treatise, and the questions and remarks of pupils have all been made serviceable for the purposes of smoothing difficulties and avoiding errors, in the preparation of this work. Though treating of the elements of the subject, it does not seem to be particularly elementary in its language or manner of treatment. It is a thorough and scholarly text-book.

School Elocution: A Manual of Vocal Training in High Schools, Normal Schools, and Academies. By John Swett, Ex-State Superintendent of Instruction, State of California. San Francisco: A. L. Bancroft & Co.

This is an excellent drill-book of essentials, for the use of teachers that are not specialists in elocution.

Treasury of Facts: A Complete Outline of the Various Subjects Taught in Public Schools, including the High School, together with Methods of Instruction and the Science of Teaching. By W. J. King. New York: A. Lovell and Co., Publishers.

Appleton's Chart-Primer: Exercises in Reading at Sight, and Language and Color Lessons, for Beginners. By Rebecca D. Rickoff. New York: D. Appleton and Company. 1885.

Here is a charming little book for little people. Every teacher of beginners in the land will want it, and every mother who teaches her own little ones should have it,

The Standard Book for French Conversation: A Series of Questions upon Scientific, Artistic, Philosophical, and Daily-life subjects. By J. D. Gaillard. New York: D. Appleton & Co.

Gems for Little Singers: A Collection of Easy and Pleasing Songs for Primary and Kindergarten Schools, and the Nursery. By Elizabeth W. Emerson and Gertrude Swayne. Boston: Oliver Ditson & Co.

Riverside Literature Series. Numbers thirteen and fourteen. The Song of Hiawatha, with notes, in two parts. Paper, 15 cents each. Boston: Houghton, Mifflin & Co.

How to Teach Reading. By Caroline B. Le Row. New York: Clark and Maynard.

This is No. 43 of the English Classic Series. It contains about 30 pages of plain practical directions for teaching reading. Paper Covers. The publishers mail it for 12 cents.

Friends in Feathers and Fur, and Other Neighbors. For Young Folks. By James Johonnot. New York: D. Appleton and Company. 1885.

This is the second book of the author's natural history series—an admirable book to use as supplementary reading in Third Reader classes.

Elements of the Differential and Integral Calculus, with Examples and Applications. By James M. Taylor, Professor of Mathematics, Madison University. Boston: Ginn, Heath & Co.

The Lady of the Lake. By Sir Walter Scott. Edited by Edwin Ginn. Boston: Ginn, Heath and Co. 1885.

The Heroes; or Greek Fairy Tales for My Children By Charles Kingsley. Edited, for the use of schools, by John Tetlow. Boston: Ginn, Heath & Co. 1885.

The Water Babies; a Fairy Tale for a Land Baby. By Charles Kingsley. Edited and abridged by J. H. Stickney. Boston: Ginn, Heath & Co.

Stories for Young Children. By Elizabeth A. Turner. Boston: Ginn, Heath & Co.

Rapid Addition. A Paper on Practical Methods. By Jesse D. Sprague. Boston: Ginn, Heath & Co.

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MORAL EDUCATION IN THE PUBLIC SCHOOLS.

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BY GEORGE H. WHITE, OBERLIN, OHIO.

[Read before the North-Eastern Ohio Teacher's Association.]

We desire to begin our discussion of the question, *Is it wise to introduce into the public schools systematic instruction in practical ethics?* at a point where we can meet every patron and every tax-payer. Let us say, then, that the mission of the public school is to prepare the young for the duties of citizenship. It is on this ground that the state takes it in charge, and that the entire public is taxed for its support. It is for the general good that every member of the state shall possess a certain degree and kind of education.

We may, I doubt not, safely go a step further, and affirm, without meeting any contradiction, that the main objects of instruction in a course which leads to citizenship are, in the order of their importance, *character, mental training, knowledge.* There can be no reversal of this order. There is no safety,—there is positive danger,—to the State, in any education which fails to balance intellectual power in the citizen by the development of right character. Such education puts a mighty weapon into the hands of those who are to grow up enemies of good order in the state. It were a monstrous doctrine which should de-

prive the teacher of any means by which moral instruction may be made more effective. This Association may expect the co-operation of every intelligent citizen, as it steps down from the time-honored method of theorizing upon morals and grapples with the practical question.

The great problem of moral education may be variously stated; let us say for the present purpose that the object of moral training is to awaken and elevate the conscience. The teacher's first duty is to awaken conscience; his second duty, to elevate conscience; that is, to raise the standard according to which it acts and to secure for it a regnant place among the faculties of the soul. Every pupil has a conscience. Each little rogue who comes to us, undisciplined, heedless, carried away by overflowing animal spirits, knows the difference between right and wrong. There are things he will not do. He may differ from us in drawing the line, but he draws it somewhere; question him, secure his confidence, and we find that, while he will do many things he ought not, there is a point beyond which he dare not go, because his heart tells him it is not right.

Among the most delicious pages in the literature of pedagogics, is Miss Peabody's account of Dr. Alcott's first day with his child-pupils: "Mr. Alcott sat behind his desk, and the children were placed in chairs in a large arc around him; the chairs so far apart that they could not easily touch each other. He then asked each one separately what idea he or she had of the purpose of coming to school. To learn, was the first answer. To learn what? By pursuing this question, all the common exercises of the school were brought up by the children themselves. . . . Still Mr. Alcott intimated that this was not all; and at last some one said, "To behave well;" and in pursuing this expression into its meanings, they at last agreed that they came to learn to feel rightly, to think rightly, and to act rightly. A boy of seven years old suggested that the most important of these three was right action. . . . From right actions, the conversation naturally led into the means of bringing them out. . . . School discipline was very carefully considered; both Mr. Alcott's duty, and the children's duties, also various means of producing attention, self-control, perseverance, faithfulness. . . . After this conversation, which involved many anecdotes, many supposed cases, and many judgments, Mr. Alcott read "The Peaches," from Krummacher's Parables, a story which involves the free action of three boys of different character, and questioned them respecting their opinion of those boys, and the principles on which it was seen by analysis that they acted."

We all agree, doubtless, that for very young children this self-inspec-

tion is neither the only nor the most healthful means of moral culture. But Mr. Alcott was tremendously right in assuming that his first duty was to find the conscience of each child. We do not take a step in the child's intellectual training, till we know precisely where he stands. We meet him at his most elementary difficulty and require him to take his first step from that position. With something of the same certainty, though without the same mechanical exactness, the pupil's heart is to be known. I desire to say that our approved teachers are fairly successful in this. It is my privilege constantly to receive pupils into my charge from the public schools, and I have learned to rest with a sense of security upon the judgment of their teachers as to character and purpose, and to place a higher estimate upon such certificates than upon the statements of other friends in the community.

How is it to be accounted for, that some teachers so quickly secure a hold upon the consciences of their pupils and of their schools as a whole? Is it not that they have ascertained just how far they can trust the children? I think I have observed this, in many cases. Instead of forbidding all wrong-doing alike on their authority as teachers, till the pupil loses sight of his own conscience and decides all duties by the standard of the school requirements, such teachers frankly recognize, and cause the pupil to understand, that there is a sphere in which his instincts may be trusted, and, beyond, a vast expanse in which he needs instruction and guidance. The attention is directed to that field, be it wide or narrow, in which the pupil's conscience reigns supreme, and the object is every day to enlarge the field in which conscience acts effectively. The process is not altogether different from other teaching. The pupil in fractions has a vague notion that there is a vast field beyond, which the teacher has explored. If he has occasion to perform an example in fractions, he performs it; an example in interest, he carries to the teacher and contentedly accepts the answer thus obtained. The analogy is very imperfect, but is true, I think, to this extent: if we acknowledge the supremacy of conscience in the realm it has already conquered, and make the pupil assume the responsibility to this extent, he will the more readily accept our authority in the regions he has not yet explored. We must daily require obedience to rules which the pupil's conscience has not yet covered. He must be led to see that we are conscientious in these requirements and that we are endeavoring to elevate him to our standard. To illustrate: the mere infant has no perception of the difference between *meum* and *tuum*, except to regard *tuum* as far the more attractive; the time has not come for much instruction, and we merely put

tuum beyond his reach. The boy at school realizes that he must not take directly what belongs to another, but is not sure whether he may not keep what another has lost and he has found; we allow him to see that we trust him not to steal, but seek an opportunity to instruct him in regard to lost-found articles. Presently, he recognizes and acts upon this duty, but it is still a long climb upward to the decision that it is wrong even, to over-reach another in a bargain; and there is still a mountain summit above, to which we must conduct him; for we must teach him, also, that it is his duty to love even his enemies and do good to them.

I. It must be that a process of growth so regular and constant, will admit of systematic treatment. It should not be left entirely to such hap-hazard impressions as the occurrences of daily life in school may present. Says W. C. Woodbridge, of New York, in a lecture given some time ago on "The State of Public Instruction in the United States and Europe:" "Public instruction in the United States differs from that of every other Christian country, in that here no definite instruction in morals is given." My colleague, Professor J. K. Newton, informs me that in the German public schools there is "definite moral instruction, repeated and regular." Duties should be dispassionately considered. It is not wise to wait till some outbreak occurs and then discuss actions in regard to which the pupil, and perhaps the teacher, is excited and prejudiced. Prevention is better than cure; and the pupil should be forewarned and forearmed against temptation. The building of character is a science and an art, and it is the only science which we should for an instant think of employing or teaching without an orderly system from the beginning. I do not now refer to the moral science which is already taught in our high schools, but to a science which bears the same relation to that, which hygiene bears to anatomy and physiology. Mr. Blaikie is able to direct his pupils to the proper physical exercise for building up certain parts of the body, with almost as much certainty and accuracy as the physician to the specific for a given disease. Should we not learn to apply such treatment to the moral powers? Is it not our chief duty to search for the means of their more definite and thorough culture?

We are living in an age of reaction against the rigid moral instruction of the New England fathers, and there is danger that we shall go quite too far in our repugnance to direct instruction in practical ethics. Indeed it is a vice of our age not to know anything definitely. We read, not a few books, but everything. We have no patience to commit the best to memory and treasure it. "Johnny," said a Sunday School teacher, "do you know the Tenth Commandment?" "Yes, ma'am."

"You may say it." "I can't." "But you said you knew it." "Yes, ma'am, I know it when I see it." He knew it by sight. So do we know all things, but too often have not written them on our hearts, to be a constant standard and reminder.

The method of the Bible is to set forth a somewhat full scheme of duties; not deciding particular questions of conscience, nor settling cases in casuistry, but giving a clear general outline. The first chapter in the "sermon on the mount" contains at least twenty direct commands, besides numerous prohibitions, and covers an immense field of duties; the Old Testament contains book after book of definite directions. If it be said that the Bible scheme is not logically arranged—that it is Emersonian rather than rigidly systematic, we may reply that it is better than systematic; it is so arranged as to meet the progressive needs of men. To read the Bible from beginning to end is to be gradually lifted from a state of society in which even polygamy was tolerated, to a position in which the perfect law of love and liberty is received and appreciated.

The Jews were thus furnished with a comprehensive system; and we can not deny that it was effective with them. They were never in all respects a model people; but no nation has been freer from immoralities; their faults have never been those of disobedience to the moral law or to conscience.

The need of direct instruction in ethics may be more clearly seen by calling to mind the topics to be covered, not aiming at completeness but stating those which come readily to mind: Temperance, honesty, frugality, truthfulness, self-respect, self-denial, self-control, self-culture, physical culture, reverence, obedience, love, charity, generosity, contentment, cheerfulness, unselfishness, kindness, industry, prudence, humility, patience, patriotism, love of home, Sabbath-keeping, public spirit, neatness, punctuality, purity, courtesy, good manners, restraint of the tongue, good temper, friendship, self-reliance, ambition, gratitude; and the avoidance of covetousness, heedlessness, peevishness, ridicule, profanity, slander, and the remainder of the long list. What teacher does not seek the opportunity, often in vain, of supplementing her personal example in these things by setting before her pupils her own views and ideals on all these important themes? Something should be done, also, to remind inexperienced teachers of the duty of moving the hearts of their pupils to consider all these subjects.

II. What shall be the method in such instruction? I should say, in general, the methods which are so efficient in our modern schools in other subjects. We are to begin with the concrete, and derive our rules from the discussion of particular acts, thus leading our pupils to

the abstract principles which underlie the whole subject; dwelling upon these principles till the pupils feel their force. The starting point may be an historical anecdote, of which literature is so full; a fable or a parable; a supposed case; a school-room occurrence, or a fact of current interest in the public mind; the pupils may bring their own difficulties, and question the teacher and each other. Then follows the duty of presenting ideals; the teacher's own ideal of right action in the case under discussion,—and this process would not be without value to the teacher; the ideals of literature, such as, in regard to truthfulness, the course of Jeanie Deans in *The Heart of Mid-Lothian*; especially the ideals of the poets, which are presented in the most attractive form, and the words of the wisest men. Finally, the general rules of action should be stated, which the common consciousness of mankind has approved; and these rules should be written upon the blackboard, or upon charts, and often repeated.

But such teaching, it is said, will be perfunctory. Yes, there is danger; but such danger pertains to every work. The teaching of arithmetic is often perfunctory, and many a pupil's mind has been hopelessly dulled by the mechanical, grinding methods of a spiritless teacher. Preaching righteousness, lecturing upon the truth, lie open to the same objection; yet, lecturing and preaching are instruments of acknowledged power. The only hope is in a living teacher; and no time must be fixed, nor any rigid system enforced, to such a degree as to hamper those upon whom the duty of instruction rests.

The method, by mingled illustration and precept, is abundantly employed in the Bible. Side by side with the "sermon on the mount," stands the recorded life of Him who preached it. Joseph, resisting successfully the three greatest temptations; Moses, living his lofty life; Daniel, steadfast to principle in college and at the king's court; these lend the great influence of their personality to exemplify and enforce the precepts of Holy Writ. Truly, the preachers, in defending the faith, have failed to present these adequately; but the Bible method stands as a guide to all who would, as teachers, mould the human heart.

III. In order not to overlook what is considered by many as a great difficulty, let this Association declare at the outset the doctrine, to which it has often committed itself with emphasis, that the system of practical ethics which we are to take up with any degree of hopefulness, must find its foundation and chief authority in the acknowledgement of God. No doubt, a system of ethics can be constructed without such basis, but it will have no authority nor sanction which shall be supremely binding upon the conscience. All that is pietistic

or sectarian must be scrupulously avoided. But we are not a nation of atheists, and the thought of God, the Father of our spirits, the Ruler and Governor of the universe, the Judge of all the earth, is our only hope for producing definite and lasting impressions upon the conscience. Who forbids us to employ this great thought? Rather, who has the authority to release us from the duty of employing it, as we deal with the immortal character and spirit of the young?

I trust that I do not underestimate the difficulty and the dangers which attend the work of giving formal instruction in ethics. I believe that something more is practicable in this direction than is now accomplished. At all events, if this Association, by devoting a portion of its time at each session for many years, can show how moral instruction, direct or indirect, can be made more effective, it will contribute something toward the solution of the greatest of school problems. It does not seem clear to me that the aim should be the preparation of a text-book, but perhaps an outline of subjects, with hints, and references to history and literature, could be prepared, to be placed in the hands of teachers and used according to their judgment.

THE MICHIGAN SCHOOL SYSTEM.

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BY H. F. DERR, MASON, MICH.

"Have we a school system?" is a query I have frequently heard in Ohio, but never in Michigan.

In our graded schools, we have four years each in the primary, grammar, and high school courses, and a four years' college course in the State University crowns the whole. Hence we say we have a school system.

As our school age begins and ends one year earlier than in Ohio, pupils do not accomplish as much in the primary and grammar courses, but the deficiency is more than made up by the increased attendance and work in the high school. The transition from the grammar school to the high school is not so abrupt, and in the latter more attention is paid to the common branches. For this reason better facilities are offered to non-resident pupils who wish either to prepare for teaching or to pursue advanced studies. The brighter and more ambitious pupils from the country generally rebel and leave school if placed in the grammar school with smaller children. If they can be-

gin with the common branches in the high school, their greater age and vigor soon place them in the front rank. This arrangement is so thoroughly appreciated that the pupils in the high schools in our towns greatly outnumber those in similar schools in Ohio. Frequently, if not generally, the non-residents outnumber the resident pupils. This gives us a superior class of students, good high schools, and a large number of educated persons throughout the State. In short, our high schools in the smaller towns, to quite an extent, take the place of the township central high schools so often referred to in Ohio.

The connection between the high school and University is not so close nor so far reaching as that between the grammar and the high school. A committee is appointed by the University to visit and examine such schools as request it, and where the work is found to be sufficiently well done to merit the approval of the committee, graduates from the high school are admitted to the University for a term of three years, on presentation of properly certified diplomas. This is a strong inducement for high schools to do excellent work.

An important factor in our school system is the State Normal School. Its graduates from the four-years courses receive life certificates and are always in demand.

In our union schools the grades are not named by letters as in Ohio, but in their stead numerals are used. The first year in school (called D Primary in Ohio) is called the First Grade; the second year (C Primary), the Second Grade; the third year (B Primary), Third Grade, and so to the 12th grade, the last year in the high school. This simplifies the grading so that there is no confusion of terms among educators or patrons.

Previous to 1881, teachers in country schools were licensed to teach by township superintendents, who also had a *mild* and *harmless* supervision over the schools. In 1881 the school law was so modified that the township superintendents in each county met and elected a county board of examiners of three persons, whose term of office is three years. The office of township superintendent has been abolished, but a board of school inspectors, composed of three persons, is now elected by popular vote, and its chairman exercises a supervision over the schools similar to that of the former township superintendent. The school law defines *part* of his duties, as follows: "To visit each of the schools of his township at least once each term, and to examine carefully the discipline, the mode of instruction, and the progress and proficiency of the pupils; to counsel with teachers and boards as to courses of study to be pursued, and as to any improvement in discipline and instruction in the schools; to notify the secretary of the

board of school examiners of any school within his township that is not conducted in a successful and profitable manner."

The supervision is not very efficient, because the inspector has not power given him to enforce his suggestions and plans. It is his duty *to visit, to examine, to counsel*, but if teachers refuse to profit by his visits and examinations, and decide to reject his counsels, the utmost he can do by way of enforcing his ideas is to notify the secretary of the board of school examiners. Yet, crippled as he is, he accomplishes much among those teachers who have had little experience, and among those who are ambitious to excel.

The chairmen of the boards of inspectors of the several townships in a county have one meeting annually, at which they elect one member of the county board of examiners, and immediately after the election a joint meeting of county examiners and chairmen of inspectors is held, at which each chairman gives a report of the condition of the schools of his township. I have been present at three of these meetings, and I can testify that some of these reports show a keen discrimination and a knowledge of what constitutes a good school and a good teacher. Two or three teachers in each township who have proved themselves most worthy are usually mentioned by name, and those who have shown themselves failures are made known, and sometimes not again licensed.

It is well known that a test of scholarship decides only one element of fitness to teach. Skill in teaching and tact in managing are fully as essential. The test of scholarship is decided by the examining board, the ability to do good work in the school-room, by the inspectors; the one supplements the other. A little more power and pay given to the inspectors would greatly improve the country schools.

The certificates granted by the county examining board are of three grades,—1st, 2nd, and 3rd. For a 3rd grade certificate the law says: "No certificate shall be granted to any person who shall not pass a satisfactory examination in orthography, reading, writing, grammar, geography, arithmetic, theory and art of teaching, U. S. history, and civil government, and after September 1st, 1884, in physiology and hygiene, with particular reference to the effects of alcoholic drinks, stimulants, and narcotics, upon the human system." For a 2nd or 1st grade certificate the studies are the same as for 3rd grade, and two or three additional, which are not specified by law, but left to the discretion of the county examining board, and only a higher per cent. is required for a 1st than for a 2nd grade.

The 1st grade certificate is valid in the county in which it is issued, for three years; the 2nd grade for two years, and the 3rd grade for one year.

Michigan has taken a long step in advance in solving the temperance problem. It is the opinion of those high in authority that not only must the teacher pass an examination upon this subject "with particular reference to the effects of alcoholic drinks, stimulants, and narcotics, on the human system," but that school boards must make the necessary provisions for having it taught.

Michigan is thus educating public sentiment by going to first principles, basing her instruction on knowledge which at least has the sanction of authority. Since the law has been enacted, publishers of textbooks on physiology and hygiene have been diligent in informing educators and school boards that *their* latest publication has been recommended by the "State Board of Education" and "State Board of Health."

That we are making an effort to improve the grade of our teachers, may be known from the following card, which applicants at county examinations are required to fill out:

QUALIFICATION CARD.

1. Name.....
2. Age
3. P. O. Address.....
4. Years Experience.....
5. What Books have you read on Teaching?.....
6. What Educational Papers do you take?.....
7. What have you done the past year as Preparation?.....
8. What do you expect to do the coming year to make yourself more proficient?.....
9. How many volumes in your Teachers' Library?.....

The questions for county examinations are furnished by the State Superintendent, and are therefore uniform throughout the State. He also appoints and pays all instructors in county institutes, and once in two years issues a manual of institute work prepared by a State institute, which instructors are expected to make the basis of their work. It might be of interest to dwell upon the methods of conducting county teachers' institutes, the quality of instruction there given, and its subsequent application in the school-room, but time and space forbid.

Moral training is pre-eminently the training of the will. Neither pious maxims, scripture texts, or intellectual insight into ethical principles, will avail aught with the individual whose will is not trained to yield prompt obedience to duty.—*Jour. of Ed.*

"JACOBUS REDIVIVUS."

Thanks, Mr. Editor, for the polite introduction to my old friend Jacobus Redivivus. I have known of him for years, but never had the pleasure of his nominal acquaintance before. There are several of him, I take it, left in Ohio. We find him—two or three—in almost every county in the State. He is the most numerous, too, among sober, thinking people; and I sometimes think he is on the increase. He is stern, sturdy, vigorous, honest, and knows, sometimes, a great deal more than he tells. He is a fit representative of the times in which he grew.

I know several of him; and I must confess, I have a profound respect for him, wherever I meet him. He seems to be a necessity, almost, in this fast and superficial age. He acts as a kind of break upon the on-going train of progress. Indeed, if he did not call a halt, now and then, I don't know where we *would* land. He may save us yet, from a universal "*smash-up*," so that his acquaintance is to be cultivated, on all occasions.

And now, Mr. Editor, since the ceremony of hand-shaking with my good friend is all over, allow me to say that *my* early school advantages (?) beat his "*all hollow.*" (He knows what that means.) I was "*school'd*" two and a half months every year, (our school term was three months in duration; but I did not get my *fall* shoes, and other winter clothing, until after "*killing time*"—he knows what that means—which occurred usually about Dec. 12. And then, we boys had to husk the corn, and thresh a little wheat for winter use, with *flails*—I wonder if my friend knows what a "*flail*" is—all before we started in.) Well, as I said, or was about to say, two and a half months was a little more than the average of my school term; for "*sugar-making*" commenced, sometimes, in February, always as early as March 4th—inauguration day—so that with the little clipping the quarter got at both ends, very little of it was left. And when I tell him (J. R.) that this course of things did not commence with me, till I was about 10 years old, and was discontinued at about 16 or 17, he can readily "*calculate*" how little I got that was of worth. And then, when I tell him that my teachers (?) knew very little more than I did, and that what little they taught me was, I think, a damage to me—certainly so, if I count in the bad habits, and all that, he will readily understand my destitute condition. Not one of my teachers ever strove, to my knowledge, to inspire in me a love of learning, or to make the road pleasant and profitable, until I came under the instruction and influ-

ence of LOREN ANDREWS, of sacred memory, whom, I suppose, my friend knew in his life time.

Now, there were some 20 or 30 boys of my set, some older, some younger, some worse, some better, all subject to about the same treatment, during these years; and I don't know that any of them amounted to much, (one, I know, has not,) though many of them were much smarter than I was. The fact is, these teachers knew nothing about their business; and some of them cared less—than nothing. No high incentives, no strong inducements were held out to us; whereas, I think, if our teachers had given us a little taste, now and then, of the sweets of learning, we might, some of us, have amounted to something.

In later years, I remember how hard it was to overcome some of the deficiencies, begotten, I think, in this old foggy school. I remember the struggle I had with myself, and the "tears," all of which, except the "tears," might have been spared for something more to the purpose.

But I am sure my friend's early opportunities must have been better. Perhaps, too, he had something better to begin with. But allow me to suggest, it were a strange thing, indeed almost incredible, that while every other occupation and industry has been so much improved since the time when we used to beat out our wheat and oats with a hickory cudgel, or flail, and to winnow the chaff out of it with a sheet worked by two men or boys, one at each end, while the third let the wheat fall before this *sheety* blast from a scoop-shovel, or a half bushel; and when we had to pack it on horse-back five or six miles to a horse mill, to have it ground, while we turned the "boul't" that separated the bran from the flour, *by hand*. These were "old times;" and it were strange, indeed, I say, if school-keeping had not made some advances in all these intervening years.

But I don't believe, though, that teaching or school improvement has kept pace with other improvements, either in matter or manner, just as our social refinement and tastes have not kept pace with the development of the material resources of the earth. Our greed for wealth and gain has outrun our better selves. But this will come round all right by and by.

And now, as to the character and value of this improvement in the schools. I grant, with my friend, that in our rage for results, and to get on fast, we have gone to extremes; we have forgotten, or failed to know what children are made for. We want to put a head on them too soon. They grow best the first few years, without much head. It

takes most of their nourishment to keep their feet going—the material before the immaterial, or the physical before the metaphysical.

These extremes, therefore, in supposed improvement, are quite natural. Men usually go to extremes before they find their mean. But this, by no means, justifies man in making 'no efforts in the direction of improvement, and that continually; for I verily believe there is more in a boy than in an ox, or an ass, or in a steam engine, or a woolen factory—more possible improvement, I mean; and we certainly have improved all these things, vastly, in the last fifty years. All, perhaps, except the ass. He is more stubborn than a boy. But all our industries have been improved. Who would ever think of going back 50 years in agriculture, manufactures, commerce, travel, etc., etc.?

But the question still remains, "Has the boy been improved as much as the ox or the engine? for the genuineness of our improvements must be measured by the product—by what they are and what they can do. There is no doubt about the ox, or the engine. They are far in advance of what they were 40 or 50 years ago: but are our boys and girls as much better than *they* were 40 or 50 years ago? If they are not, then there is something wrong with the machinery, somewhere.

But I think they *are some better*, and just as much better as our methods are, all told. And this may *be* ever so little; but it shows that improvement is possible in this line; and possible means practicable, and transcendently important; since the material upon which the work is performed is immortal, with infinite possibilities stretching away into the far future, this argues well for our *attempts* at improvement, at least.

But still there is a question as to what and wherein we may improve the boy's real genuine opportunities: for I maintain that his improvement will be in direct ratio to his real opportunities.

Let us see. "*Easy*" and "*Hard*." These are the terms used by my friend, J. R. Let us change them a little and call them Natural and "Hard," or Natural and Unnatural, or Mechanical. "Ah, but that won't do," says my friend, "I want the 'Hard' called natural, for it means '*thorough*.'" Very well; then I must insist on calling the "natural," *labor*,—a dignified term—not "*drudgery*," as he calls it. That is debasing. *Labor* is natural. Man was made to labor. Without it, he goes into decline. Labor is a necessity in more ways than one. It gives health, strength, beauty, longevity; and whatever gives these is pleasant to one not constitutionally deranged, or lazy. And even here, labor is the right remedy. Labor is, therefore, *natural* to

man, and pleasant. What we want to do now is to get man on the natural side of himself, so to speak, or in his natural or genuine methods, and we at once rid him of the unwillingness to labor; for there is where the "tears" and the "drudgery" come in. We at once make learning natural, pleasant and "*easy*"—not *trifling*, as that word has come to mean, sometimes; so, you see, I have the argument, after all. And now I want to invite my friend over to the natural side of education. I will not scare him, at first, with the term, "New Education;" for Nature is not very new. Yet, that there *is* such a thing, is quite a recent discovery; and the "new education," so called, is nothing more nor less than an attempt to return to the natural way of learning "*by labor*," not play, as some have slanderously affirmed; though play has its meaning and place in education; and when directed by the wise teacher, or kindergartener, leads directly to life work. But the "new education" (I will call it true education, for that can frighten no one)—the true education seeks to place man in the old methods of education so far as they represent Nature; for I verily believe, with my friend, that the schools as now organized and conducted, on the high pressure plan, are *very unnatural*, and, therefore, are not improved, really. They need more vigorous, sturdy, natural thinking in them, and less telling, simplifying, and making easy ("Hard,") that which naturally invites the pupil's thought. The simplifying that is now going on, both in text-books and among teachers, call it "Easy Methods," "Quincy Methods," or anything else you please, is absolutely stupefying to minds capable of thinking and inventing.

But the *true education* seeks the natural modes, original modes, primitive modes, dating back even to the Garden of Eden, when the Lord God called upon his first pupil, not to *parse nouns and verbs*, nor to do some crochet work in analysis, but to *give names to the things he saw*. That was the first language lesson of which we have any account, and one of the best, also. The Lord did not commit the stupid blunder of telling Adam the names of these things. He was required to *think and invent*.

This is the first account, also, we have of the "New"—True Education—for we have agreed to call things by their right names. And we can readily suppose that Adam did right well here, for a youngster. He had a good lesson, and recited it well. He probably would have received 90 per cent. on it, in some of our best graded schools.

But I am wandering. I would like to speak of "*Education vs. Instruction*," and many other excellent points in my friend's free and easy talk. But I am afraid he will become tired if I talk too much.

Allow me, therefore, in conclusion, to suggest to him that probably

he expects too much from the boy, J. J. J. Let me commend this little song to him :

"Remember, a boy is a boy, not a man,
Don't frown when your patience he tries ;
But bear with his follies as well as you can,
And hope he will learn to be wise.

CHORUS :—For a boy is a boy, and a boy let him be,
For the season of boyhood's a span ;
And the heart that now leaps in gladness and glee,
Soon will *ache* with the *cares* of a man.

"The eye that so often is kindled with joy,
At sorrow will melt into tears ;
For tender and warm is the heart of a boy,
Though homely the coat that he wears.

CHORUS :—Yes, a boy is a boy, &c.

"Disorder may wait on the frolic and fun,
And quietude fly at his noise ;
But give not your mandates from tyranny's throne,
But *govern with kindness*, the boys.

CHORUS :—Yes, a boy, &c.

"And deck with attention, the family fold,
Allurements which virtue approves ;
For never despair, tho' he's careless and bold,
If *home* is the *spot* that he loves.

CHORUS :—Yes, a boy, &c.

"And teach him betimes, the good part to secure,
Not pleasure, nor glittering pelf ;
And point him the way to the realms of the pure,
By being a pilgrim yourself."

CHORUS :—For a boy is a boy, &c.

We cannot expect ripe fruit from immature plants. Suppose, my friend—for I am speaking to you, now—suppose you go out some morning in July or August, into your orchard, and stepping up to one of your best Baldwin's, you give it a good shake. Down come some half-dozen half-grown apples. You pick them up and taste them.

"Whew! what hard, bitter, puckering things they are!" You are disgusted, and go straightway to your wife, and say, "See, those apples are worthless. Here, taste and see. Cut the tree down. Why cumbereth it the ground." But she, more considerate than yourself, says, "*No*, Jacob, *no*. The time of apples is not yet. You just wait till next winter; and on some cold night I will bring up some of those same Baldwins, from the cellar, and you'll see then what they are."

So, my good friend, wait till the time of fruit, with J. J. J., and much oblige,

Very Truly Yours,

DOCENDO DISCIMUS.

THE INSTITUTE FUND.

BY E. E. WHITE.

At the session of the General Assembly in 1864, it was proposed to relieve the counties of the expense incurred in the examination of teachers by charging a fee of fifty cents for each certificate issued and then paying the examiners out of the money thus raised. If my memory serves me, a bill to this effect was introduced in the House.

In determining an effective plan for the defeat of so mischievous a measure, I saw an opportunity to provide a much needed fund for the support of county teachers' institutes. I at once drafted an amendment to the school law requiring each applicant for a certificate to pay a fee of fifty cents, and setting apart the money thus raised (excepting the amount required to pay the necessary traveling expenses of examiners) as an institute fund. This was considered an indirect tax on teachers for their professional improvement, and the amendment passed without opposition; and thus a fund was created which, for twenty years, has been sufficient to pay the expenses of a good annual institute in nearly every county in Ohio.

I have always regretted the insertion of the clause making provision for the use of not exceeding one-third of the money, arising from these examination fees, for the payment of the traveling expenses of the examiners. This, however, was done to secure the support of the friends of the House bill, and also to secure the holding of examinations at points in each county most accessible to teachers, thus removing an objection then strongly urged against the system of examining teach-

ers by county examiners. I am surprised to learn that this provision (intended to be temporary) is still a part of the law. Would not its repeal offset in part the loss to the institute fund occasioned by an increase of the time for which the several grades of certificates are issued? The necessary traveling expenses of the examiners should be paid out of the county treasury, as the other expenses of the examination are paid.

Is it true that the increasing of the time of the validity of certificates from six, twelve, eighteen, twenty-four, and thirty-six months to one, two, three, four, and five years, will reduce the institute fund fifty per cent., as is assumed in the January issue of the MONTHLY? I estimate the loss at not more than twenty-five per cent.

The Commissioner's report for 1883 shows that about 36 per cent. of the applications for certificates were rejected, and the number of applications rejected is more likely to increase than to decrease. This fact secures 36 per cent. of the present institute fund.

Should the number of certificates annually issued fall off one half, as assumed, the number of applicants granted certificates each year will equal 32 per cent. of the number of applicants heretofore examined; and it thus appears that the whole number of applicants examined each year will be not less than 68 per cent. of the number previously examined. This secures 68 per cent. of the present institute fund.

But the number of certificates annually issued can not fall off one half, or fifty per cent. The report for 1883 shows that, of the whole number examined, about 27 per cent. received a six-month certificate, and about 25 per cent. a twelve-month certificate. It is believed that over two-thirds of those who heretofore would have received a six-month certificate will hereafter receive a one-year certificate, and that not more than two-fifths of those who heretofore would have received a twelve-month certificate will hereafter receive a two-year certificate, leaving full three-fifths to receive a one-year certificate. These two estimates combined indicate that the number of applicants who will hereafter receive a one-year certificate will not be less than 33 per cent. (18 per cent. + 15 per cent.) of the whole number of applicants heretofore examined each year.

It is thus seen that full 69 per cent. of the institute fund is secure, without considering the number of applicants who annually receive the higher grades of certificates—in 1883, about 12 per cent. of the whole number of applicants examined. The number who will hereafter receive annually the *four* higher grades of certificates will not fall below the number who heretofore received the *three* higher grades. If this

should prove true, the future institute fund will not be less than 80 per cent. of the past fund.

The fact that over 60 per cent. of the examination fees have been paid by applicants receiving the lowest grade of certificate or rejected, has evidently been overlooked. These two classes of applicants will be increased. More teachers will receive a one-year certificate than heretofore received a six-month certificate, and more applicants will be rejected. It is believed that not more than one-fourth of the lowest grade of teachers have received two six-month certificates in the same year, and this will be more than offset by the increased number of rejections and re-examinations.

In the absence of all data derived from examination returns under the present law, I venture the estimate that the institute fund will not be reduced more than 25 per cent., and much of this reduction can be avoided by a repeal of the clause providing for the payment of the traveling expenses of examiners from the money derived from examination fees.

MONDAY VS. SATURDAY AS A REST-DAY.

BY JOHN E. MORRIS, GARRETTSVILLE, OHIO.

As a teacher, I have long studied what to do to avoid "blue Monday" in the school-room. Seldom, on Monday morning, do pupils have good lessons, and part of every Monday is spent in "getting down to work." The causes of such a condition are various. The irregular meals of Sunday is one of them. People will eat, for six days of the week, three meals a day at regular intervals, but on Sunday will breakfast at 8 or 9 and dine at 2 or 3. To one attending school, this irregularity is the source of much irritability and dullness.

Another cause is the business of "sparking Sunday night." Ignore the fact as we may, yet there is scarcely a high school in city, town, or village, in which a large proportion of the pupils is not engaged in said business. There may be nothing disreputable in the avocation, (for nearly all teachers have been, or still are, engaged in it), but it is a practice that is hard on Monday morning lessons.

Procrastination is a third cause. When Friday evening comes, the pupil is tired and needs rest, and usually has neither strength nor inclination to attack a lesson due on Monday. If he has, other matters urge their claims for attention, and the "thief of time" steals the evening. Saturday presents so much fun, work, calling and shopping,

that it goes with the lesson untouched. And who can blame any one? The pupil is not a provident animal. The boy cares more for the game of foot-ball that is to come off next Saturday than he does for his eligibility to the presidency in the 20th century. Besides, boys and girls ought to recreate on Saturday; and if they do, they will not be in proper condition for lesson getting Saturday night. But Sunday dawns, dark or bright as the case may be—it matters not. Every pupil has strong, conscientious (?) scruples against the studying of a day-school lesson on the Lord's Day. That is one feature of Sabbath desecration of which he is rarely guilty. When conscience reminds him that the lesson is not learned and should have been learned Saturday, he admits the charge, is sorry, vows to reform, and promises to study an hour before breakfast Monday morning. How the promise is kept is easily imagined.

A fourth cause may be found in the fact that most pupils come from homes that know not the affliction of servants, and consequently do more or less housework. Many of our best girls and even some of the boys come to school Monday morning after having worked hard three or four hours in "helping mother." Under the circumstances they can not be expected to have good lessons. If the national wash-day could also be the school rest-day, much good would result.

In many high schools, there is a large number of non-resident pupils, many of whom room in town, going home Friday evening and returning Monday morning. In winter it is "quite a chore" for parents to carry them backward and forward, yet it is often done with a devotion that deserves the highest commendation. Farmers usually like to kill as many birds as possible with one stone. Under this proposed change, farmers could do their shopping Saturday and be ready to take their children home at close of school. When Monday came, there would be no hurry to get things ready to take the children to town in time for school; but everything could be taken coolly—the errands written out or fixed in mind by strings tied on several fingers—and along toward evening the trip could be made, and pupils in their rooms Monday night ready for the work of the next day.

If the rest-day came on Monday, school would be out for the week Saturday afternoon. Considerable amusement could be obtained before bed-time. Sunday would be given up entirely to rest, with no worry over lessons. On Monday the pupil would feel rested and invigorated—ready to play or work with zeal, and when evening came, could readily be induced to look over the lesson for "to-morrow morning," which is not so far off as Monday morning was Saturday night.

Our present arrangement is a standing temptation to studious pupils

to violate the fourth commandment. They are anxious to have good lessons Monday morning; and, if the lessons are not prepared Saturday, they are strongly tempted to prepare them Sunday, and generally yield. If they do not yield, they are worried with the thought of non-preparation, and do not receive the rest of body and peace of mind that Sabbath ought to bring.

I have thus far treated of the rest-day as it affects the pupil, I shall now endeavor to show how it affects the teacher. She is tired Friday night—too tired to do any literary work for mental improvement. She will be rested in the morning and will do it then. Saturday morning comes with its accumulation of matters that have been pnt off for a week, and they must be attended to. That literary work will receive attention in the afternoon. Afternoon, however, is a poor time for such work; besides, she must have out-door exercise and must make some calls.

A good sleep Saturday night brings her to Sunday morning with a mind clear and active—just in trim for that literary culture; but—there's Sunday School and church, and those conscientious scruples, and those letters to write, and that "friend" who is to call. The "friend" calls, *stays*, and goes. The teacher awakes Monday and wishes it were Saturday. That literary work and that more important school work have remained untouched. With no preparation, with nerves unsettled and digestion impaired, she goes to school to make it blue.

A change of rest-day to Monday would avoid all this. Sunday would give the required change and rest, while Monday would find the teacher thoroughly invigorated and ready for anything in the line of work or improvement. When the writer served his first year as principal of schools at Newton Falls, he was required to conduct thirteen recitations a day in the high school. Many of the text-books were new to me; and, as a young teacher, I was not overly familiar with some of the studies. It was fortunately the custom there to have Monday for the rest-day. I verily believe that my work there would have been a failure and my body a wreck, had it not been that on Monday, after a true day of rest, I had time and strength to prepare my work for the week.

What an amount of work in the way of writing and reading for self-improvement we teachers might do on Mondays! An hour's work after a night's sleep is worth two or three hours' work after a day's toil. So Monday's work after a day's rest is worth more than Saturday's work after a week's toil. I remember reading a few years ago an editorial in the *New England Journal of Education*, concerning the progress a teacher ought to make. The editor appealed at the begin-

ning of that school year for more earnestness, more systematic improvement of spare time. "Longfellow and Bryant," he wrote, "have immortalized themselves with less spare time than most teachers have." The thought has ever since haunted me. I believe it to be true. We ought to make more of ourselves. The average ability of the teaching profession is equal to that of any other, but we have not shown it to the world, just because when our spare time does come, we are so fatigued as to be unable to utilize it to advantage. It is true that we go to teachers' meetings, reading circles, county and district associations, and all that, for improvement; but who can say that, after having been in our own school-rooms five days, we want to go into another's on the sixth? We are not in proper condition for it. We ought to be in the open air instead. Could our meetings be held on Mondays, the rest from Saturday night would put us in the proper state to enjoy them.

AN EXPERIMENT.

BY GEO. E. CAMPBELL, WICHITA, KAN.

Our schools are not perfect. None are more deeply impressed with the truth of this statement than the teacher. Perfection is classed with the unattainable, in this life. So there is still room for improvement in school management as in all other departments of life. That the great majority of teachers are doing what they can to improve the character of our schools and make them more efficient, perhaps none will deny. Much has been accomplished by the free school system. Still the work of imparting knowledge and educating a great nation is but fairly begun. From the past and present we predict the future. If that future becomes a fulfillment of our hopes, the avenues of danger must be watched, and the evil tendencies of our graded system guarded against. Supervision, grading and classification have done much, but they cannot accomplish everything. The tendency to go to extremes is as prevalent in matters of education as in other departments of life.

Grading and classification work well in an ideal school, and there is little trouble when the pupils come up in the same school from the primary, and continue until the course is completed; but, a comparatively small percent of our pupils are permitted to enjoy this privilege. We must take things as they are, not as they should be. The schools are for the *pupils*, not the *pupils* for the schools. When there is no place

in our schools for the large boy or girl who comes to the city, except among the little ones, because he is behind with some particular study, there is something wrong. Our cities are built up, invigorated and sustained by the constant in-gathering, from the country, of the strong, healthy and industrious youth. All must admit that the educational advantages of these persons who come to our towns and cities, have not been the very best. To such, our graded schools offer little encouragement.

Who has not seen the disappointment in the countenance, and observed how humiliating it is to a large, energetic boy, who has been accustomed to hard work, to be sent to school with little children? I have thought for a long time that every city school should have an ungraded department centrally located, and taught by the most judicious and energetic teacher that can be secured. Here, all such pupils can be sent, and an opportunity given them to bring up those branches in which they are deficient; after which they can be sent to grades better suited to their years and ability.

On taking charge of the schools of this rapidly growing city, in September last, an opportunity was afforded me to make the trial, as all the lower grades were very much crowded, and the advanced schools had not enough pupils.

A suitable room was arranged near the office, and a teacher was placed in charge. The conditions were quite favorable to the success of the experiment, for since our schools opened in September, more than 600 pupils have been enrolled who were non-residents at the close of last school year. There have been sent to this department from time to time, pupils from 12 to 20 years of age, who were found, upon examination, to be very deficient in some particular branch or branches. The teacher is fully informed of the circumstances of each case, and the grade is designated for which each pupil is to work. None are sent to prepare for grades below the fourth year. The teacher reports at the close of each week, and makes her recommendations. She keeps posted in the work of all the grades from the fourth year to the high school, and works her pupils up according to the needs and ability of each.

Within the first three months, sixty pupils were re-examined and assigned to rooms one, two and, in a few instances, three grades higher than they could have entered when they first applied for admission. The plan works well, and the results thus far surpass expectations.

The first enemy the teacher must destroy is inattention.—*Geo. H. White.*

DISTRICT SCHOOL LIBRARIES IN 1840.

Two citizens of Highland County were prominent at an early day in educational matters in Ohio. Allen Trimble, a citizen of Hillsboro, was Governor of the State, and in 1822 appointed the Commissioners to report a system of education adapted for common schools. Nathan Guilford, of this Commission, secured the passage of the act of 1825, the first step toward the present school system. Governor Trimble, in his inaugural in 1826, and in his messages from that time to 1830, urged upon the legislature the interests and demands of common schools, and recommended increased taxation for their maintenance. His influence, more than anything else, accomplished the passage of the acts of 1831 and 1832.

Isaac Sams was appointed a school examiner in 1838. He at once inaugurated a fixed method of strict examinations, and accomplished much for the common schools. He was soon convinced that the great need of the people was books for general reading and study. Accordingly he prepared the following papers, one of which was sent to Governor Corwin, and the other to the various boards of examiners throughout the State. We believe they will both be found interesting at this time, and certainly worth preserving as a piece of educational history.

H. S. DOGGETT.

MEMORIAL OF THE BOARD OF SCHOOL EXAMINERS OF HIGHLAND COUNTY,
TO GOVERNOR CORWIN, IN 1840, ON THE SUBJECT OF SCHOOL
LIBRARIES. WRITTEN BY ISAAC SAMs, DEC. 11, 1840.

May it please your Excellency :—

We ask leave respectfully to approach you on behalf of the youth of Ohio. A claim so sacred cannot fail to engage your willing attention.

Your Excellency is aware that, under the beneficent operation of the school laws, a vast majority of the children of our citizens have learned to read, and that while the first great instrument for the attainment of knowledge is thus placed in their hands, they are destitute of suitable books wherewithal they might work out the ultimate end of their instruction, the forming of their characters as intelligent citizens and virtuous men.

Your Excellency needs not to be reminded how very limited, through the greater part of our young and busy country, is the supply of books adapted to a course of self-culture ; nor to be assured, what you better than any other must know, how many thousands of ardent and aspiring youth are yearning for the means of what alone can make them wise and good, the education of themselves. The official returns to be

spread before your excellency will show how rich a treasure of the realized earnings of our people is devoted to the paying the instructors of the youth and to the erecting of buildings wherein they may be taught. But it will be for your Excellency's own mind to contemplate how far more vast an outlay is applied to this great object, in the sacrifice of useful and profitable labor. If there be 300,000 families in the State, and each family send but one young laborer to school for four months, here are 36,000,000 of days' work devoted to the mere gaining of the elementary means of self-improvement. How lamentable, then, that at this point—the threshold of all real education—the youth should be forced to stop, and too often to pine in hopeless longings for an intimacy with the immortal minds of ages past and the illustrious men of the age in which they live. Nor is this unhappy deficiency felt more by the youth than by their teachers. For the great majority of these, how scanty has been the instruction! how confined their reading! how wretchedly imperfect their knowledge of what they pretend to teach!

We presume to hope that your Excellency will believe with us that no remedy at once so easy and so sure can be devised for these evils as the establishing throughout the State of District School Libraries.

It is not for us to point out the means by which this most desirable object might be attained. But we may be allowed to place before your Excellency the Report of the Secretary of State of the State of New York, showing that, in consequence of an appropriation in 1839 of \$55,000 for 5 years, which was but about five dollars for each district in the State conditioned on there being an equal sum raised in the districts, the result in one year, ending in April, 1840, was that out of 10,694 districts in the State, 6001 had established libraries extending to 240,800 volumes, chiefly of those published for the purpose by the Messrs. Harper of New York.

Whether this mode of encouraging so eminently useful a scheme would be best suited to our State, the General Assembly would be well able in their wisdom to judge. There can be little doubt, however, that, if discretion were placed in the directors of school districts to apportion a part of the school moneys once in two or three years to the purchase of libraries, to circulate among the youth, under regulations to be fixed by the Secretary of State, no long time would elapse before such discretion would be extensively exercised. Placed, by the peculiar duty we have assumed, in close contact with the class of teachers in one county, whom we have good reason for believing to be little different from the general average of those throughout the State, and painfully penetrated by a sense of their deplorable deficiency in

all which goes to constitute instructors accomplished in what they pretend to impart, we venture to come to your Excellency with our respectful and earnest entreaties that you would be pleased to call the attention of the General Assembly to the important subject, and to follow the dictates of your own heart and judgment in promoting a scheme so full of promise to the rising generation and their posterity.

ISAAC SAMS, JOHN A. SMITH, CARLETON C. SAMS,	}	<i>Examiners of Common School Teachers for Highland County.</i>
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To his Excellency, THOMAS CORWIN,
Governor of Ohio ;
Columbus, O.

CIRCULAR TO BOARDS OF SCHOOL EXAMINERS ON THE SUBJECT OF
SCHOOL LIBRARIES. WRITTEN BY ISAAC SAMS, DECEMBER, 1840.

At a session of the Board it was *Resolved*, That a copy of the circular herein beneath shown, be forwarded to the Boards of Examiners of Common School Teachers in every county in the State of Ohio.

ISAAC SAMS, Clerk.

Hillsborough, Highland County, Ohio, December, 1840.

GENTLEMEN :—Actuated by an earnest desire to promote the great cause in which we are, in common with yourselves, engaged—the cause of popular education—we are anxious to attract your attention to what appears to us to be the greatest desideratum to the youth of our State.

Under the operation of the school laws, the arts of reading and writing, and some further elementary knowledge, is fast becoming diffused among the children of our citizens. But, beyond the naked primers and manuals from which they are taught to read, they are unsupplied with books. The key of the treasure is placed in their hands, but the treasure itself is kept from their reach. The prospect of the fields of literature and science is spread before them, but they are withheld from the enjoyment of walking therein. We teach them to read, that they may learn the good and the true, the useful and the right ; and we keep back the depositories of the knowledge upon which their virtues and talents are to be founded. We give them a language in which they may converse with the illustrious dead of all ages and the illustrious living of all countries, and we usher them not into their presence. We teach them an art and provide them with no material wherewithal they may work. Yet you will feel, as we feel, that the very instrument placed in their hands is fraught with hazard and danger ; that unless they are led to sources of knowledge that are pure

they may fall into channels of a knowledge that is spurious, false, and foul. We hold it, therefore, important that good men unite to procure for the youth, good books, good libraries in every school district of this State. The importance, moreover, of such a resource is not greater to the youth than to the teacher. To you it must be too well known how defective in general is the preparation with which the common school teacher enters on his responsible labors. Denied too often the advantage of accomplished instructors, and without well chosen books wherefrom, in early manhood, he might attain an adequate degree of mental strength and cultivation, he finds amid the cares and duties and less elastic energies of later life, that it is hard to overtake the opportunities that are lost, and he remains far behind the requisitions that the intelligence of the time demands of him.

To the class of teachers therefore, and above all, to that portion of them who with the ardour of youth are entering into the profession, with views more toward improvement than immediate profit, the establishment of school libraries would be invaluable. And not invaluable to them alone, since all their acquisitions are but to be reflected back into the minds of their youthful charge. If a system of normal schools prove for the present to be impracticable, no substitute could so well fulfill its objects as that of the district school library.

The State of New York, in 1839, appropriated a sum of \$55,000 for five years, conditioned on the raising of an equal sum in the districts, to the purpose of purchasing libraries, and we have the report of the Secretary of State, in April, 1840, showing that 6,001 districts (out of 10,694 in the State,) had established libraries, amounting to 240,968 volumes. These libraries, he further states, are generally one or more of those published by the Messrs. Harper, of New York, who have already prepared three, and have the fourth in progress of publication, consisting each of fifty volumes, bound in leather, and contained in a neat case, for twenty dollars.

The Secretary of State gives the assurance that these books are of a character so high, that although adapted to the comprehension of youth, they would grace the library of any gentleman in the land.

We trust and we believe that the citizens of our great State, who allow the working youth to appropriate at least 36,000,000 days' work every year, to acquire the power to read, are also able and willing to have their sons and daughters furnished with the stores of knowledge, and that they only want to be appealed to in order to accomplish this end. A memorial to each House of the Legislature, has been extensively signed, and will be duly forwarded from this county, suggesting that if discretion were invested in the directors of districts to expend,

once in three years, \$25 of the public school money for district school libraries, and the necessary regulations were laid down for the custody of the books, such a plan might probably meet the wants of the case; but also praying the action of those honorable bodies on the subject, in such a manner as to their wisdom may seem meet.

Deeply impressed with a sense of how immeasurable a benefit we seek to have conferred upon the youth—the people—of our beloved land, and confident, from the exalted position you occupy, that you will sympathize with us, we claim your aid in promoting so desirable a result. If there be in your county some feeling kindred to our own on this point, we hope you will please to embody the same in a memorial to the Legislature. Should the voice of the people be unanimous throughout the counties, there is reason to hope that the time may speedily arrive when our youth may cease to be denied the intellectual food which they so eminently need and so ardently desire.

With unfeigned respect,

We are, gentlemen, your obedient servants,

ISAAC SAMS,	} <i>Common School Ex-</i>	
JNO. A. SMITH,		<i>aminers for</i>
C. C. SAMS,		<i>Highland County.</i>

USE OF PICTURES IN THE READING LESSON.

BY MRS. A. H. DE VOIR, STEUBENVILLE, OHIO.

How can we use pictures so as to make the reading lesson more pleasant and profitable? In these days when our books are supplied with such fresh, beautiful, and suggestive pictures as are found in Appleton's, Sheldon's, or McGuffey's new readers, or even the less beautiful, but still useful ones which adorn the pages of the old edition of McGuffey's time honored series, teachers need not be at a loss to know how almost all of the lessons may be made really interesting and useful. Take the pictures of animals. Besides the domestic animals,—each one of which possesses interest enough to furnish material for a good object lesson, there are cuts of lions, tigers, bears, etc., many of which the children have never seen, and of which they know nothing excepting the ideas which they have gained from looking at the pictures.

If you take the pains to question them concerning their thought about a picture, you will find their ideas very crude, and often quite erroneous. I remember hearing in school once a smothered laugh,

and looking around saw a little fellow shaking with laughter, which he was vainly trying to suppress. I said, "Johnny, what have you found that is so funny?" The little brown finger pointed quickly to a picture in an old book which he had been examining, and said, "Teacher, look at this bird with the long nose on top of its head." The bird was a peacock, and when I explained to him that the "long nose" was not a nose at all, but a tuft of brilliant feathers, each one of which had a beautiful spot called an eye, and that the long tail which swept the ground, changed in the sunlight to purple, and gold, and green, the little boy was all wonder and attention. Johnny was only one of thousands of little folks, who need pictures explained to make them intelligible to them. Let the teacher gather up the most interesting facts about the animal connected with the lesson, draw out by skillful questioning all the child knows, then be ready to supplement his small store with something fresh and interesting, as to its habits, place of abode, etc. Then give a correct idea of its size, if it be one they have never seen, by comparison with some one with which they are familiar; lead them to see the wonderful adaptation of the parts, to its wants and habits, and thus plant a seed-thought of the wisdom and goodness of the Creator. You can thus teach a lesson on the humane treatment of animals more effectively, perhaps, than in any other way.

Even small children can be easily taught the different families of birds and animals. And how pleased and surprised will the little ones be to find that the splendid, but furious tiger, for example, that some of them may have seen pacing his cage at the animal show, is full cousin to the "dear pussy" that purrs at the hearthstone. Then there is the curious beaver, the hardy little reindeer that "gallops o'er the snow," the patient camel, with his queer cushioned foot and knee, and the strange little yak, living amid perpetual snows, each of which may be made to give such interest to a lesson as to set the children to asking questions, *some* of which, perhaps, we shall not be able to answer, but which indicate that thought has been awakened, and that desire to know more will lead to search on the part of the children.

A teacher spent all her leisure time for a week in preparing a lesson on the seal, for pupils of the first and second reader grades. Judge of her surprise and pleasure when, on entering a room the next day after giving the lesson, several hands were raised to attract her attention to books lying open on their desks, in which they had found pictures of the "dear seal." Was she not more than repaid for the time spent in preparation? It is worth while for the teacher often to carry home the reader or readers used in her grade, and carefully examine the pictures of birds, animals, plants, etc., and study how she may

best use them, in giving life to her lesson. Teachers sometimes complain that pupils come to the reading class without having looked at the lesson, when the same is true of themselves. And yet, no lesson which we give to children, requires *more* preparation than the reading lesson. Come to the *preparatory* lesson thoroughly interested yourself, even though it be a first reader lesson, prepared to give the young minds food for thought, perhaps gathered from many sources, but gathered nevertheless, and aside from the gratitude of your pupils, and the reflex action upon yourself, when you come to the recitation proper, you may say of them as was said of those who read the law of God to the Jews, "They read in the book distinctly, and *gave the sense*, and caused them to understand the reading."

NOTES AND QUERIES.

"TRANSACTIONS OF THE COLLEGE OF TEACHERS."

I never take down one of these volumes without becoming deeply interested and profoundly impressed with the wisdom, learning, and moral power of the men who gave character to the "College of Professional Teachers." What an array of distinguished names does the roll of members display! The student of the educational history of our country is not a little astonished that so many celebrated for scholarship and wisdom should have been, for so long a time, associated together in one society. Among the most active members were, Samuel Lewis, Lyman Beecher, Prof. C. E. Stowe, Alex. Campbell, Bishop Purcell, E. D. Mansfield, Albert Picket, Sen., Alex. Kinmont, Joseph Ray, B. P. Aydelott, Wm. H. McGuffey, O. M. Mitchell, and a score of other names hardly less distinguished. "There were giants in those days."

In reading these books one is continually impressed and delighted with the thorough and exhaustive manner in which these master minds discussed the great educational topics which were then, and are yet, of vital interest to the Commonwealth. It was not discussion merely for the sake of discussion, to air the learning and eloquence of the speaker, but serious and profound deliberation,—an anxious search for truth and justice as a basis for *action*, and the permanent establishment of the best system of popular education.

An essay on "Female Patriotism," read before the College by the distinguished poetess, Mrs. L. H. Sigourney, of Connecticut, would even now, after 49 years, delight the lady teachers of Ohio, with its

vigor, originality, freshness and beauty. The following is valuable as an historical fact: When Bishop J. B. Purcell and B. P. Aydelott had each read a report, in 1837, on the question, "Is it expedient to introduce selections from the Bible instead of the Bible *itself* into our schools?" with much discussion and sundry amendments, this was adopted by a *unanimous* vote:

"*Resolved*, That this Convention earnestly recommend the use of the Bible in all our schools, to be read as a religious exercise, without denominational or sectarian comment, and that it is the deliberate conviction of this College that the Bible may be so introduced, in perfect consistency with religious freedom, and without offense to the peculiar tenets of any Christian sect."

These were the men, who, 50 years ago, laid broad and deep the foundations of popular education in Ohio, yes, in the Mississippi Valley; and it is a matter of great satisfaction, that we have at command so complete a record of nearly all their deliberations in a thoroughly organized association.

A. B. JOHNSON.

Avondale, O.

ATTIC SALT.

The explanation which S. M. T. gives of the expression, "Attic Salt," though a common one, is certainly wrong. The salt industry of Attica, compared to that of several other countries, was quite too insignificant to give rise to a proverb. Any one who will take the trouble to look up the word *sal* in a larger Latin, or *hals* in a larger Greek Lexicon, will see that the ancient Greeks and Romans used the term "salt" when applied to speech or writing, very much as we use the word "spice." The ancient Athenians—Athens and Attica were generally used synonymously—were the wittiest and most brilliant, intellectually, of all the people of antiquity, so that their conversation was noted for its "salt," or as we might say, for its "spice." Hence the expression, "Attic salt."

C. W. S.

THE TEST APPLIED.

Since reading "A Plea for Old Methods," in the December number of the MONTHLY, I have tested my school on the multiplication tables. I have twenty scholars enrolled, only one of them being over fifteen years old. Ten of them recited through the "twelves" readily, without any prompting. All the remainder, excepting the First Reader class, can recite through the "sevens," or farther. Part of this is due to a former teacher and part to my own work. All the scholars understand the tables, as they make them on their slates very readily.

I have been trying a new way in history which works very well. Besides the regular lesson, the girls and boys take turns in giving out a

question from the "Historical Recreations" in Barnes's History, asking fifteen questions. The questions missed are counted, and as no one can ask a question without knowing the answer, a great deal is learned.

A. S. L.

Rainbow, O.

We thank A. S. L. most heartily for this bit of experience. She has given us just what we want. If our readers generally would thus report their experiences and observations, what a mine of wealth would thus be stored. What an immense gain to the profession and to the cause, if the observation and experiences of all engaged in the work could be utilized. Let us have more of this.—Ed.

"JACOBUS REDIVIVUS."

Dear Mr. Findley:—I do believe there is a great deal of truth in the picture drawn by "J. R." in the last number of the MONTHLY, and yet I do not blame the teachers of the grammar and high school grades. Society is becoming effeminate, and sweetness and light (?) take the place of faith and morals. One is called a barbarian who does not assent to the cry that the children are *all* overworked, and who believes that healthy children should do more than the feeble or imbecile. Not only sentimentalists, like Col. Higginson, complain of over-pressure; staid old conservatives, like Dr. Prime, who had in their boyhood to learn Andrews's Latin Grammar from beginning to end, exceptions and all, concur in the opinion that the child of to-day has too much to do. So do I believe, but that overburden does not come from the school. There is too much turning of night into day, too much so-called recreation (?) in crowded rooms, and not enough exercise in the air and sunlight. The boy of the period spends as much for amusement in one month as you or I did in five years of our youth. In this little town, a rink is crowded every night; there are dancing parties and card parties, all attended by school children; and yet people complain that the children are nervous! They are simply *nerveless* when they go to school. But enough of this. I didn't intend to write a letter, but you may quote as much as you please from what I have said.

Faternally,

MARTIN R. ANDREWS.

Brother Findley:—I am moved to—well, to write you. I do not like the new name, "New Education," neither do I like to see so many slurs and burlesques on efforts to *improve* the "Old Method." You admit great *improvement* in the *Primary Methods* within the past twenty-five years. *There is just as much need of "Improvement in our text-book Methods" of the upper grades.* Most schools have a class of rutted, routine, rule, question-and-answer, memoriter teachers, who like

to skulk behind your flings at the "new education," as if all efforts to improve our old methods were your "soft," "pour-in," "tell-all" methods, and no *upright, downright work-it-out-yourself*. I know some grammar grade teachers who insist on teaching G. C. D., L. C. M., and Multiplication and Division of Fractions by *rule*, objecting to the "*reason method*" as the "New Education."

I was much pleased with the discussion of the query about the *rule method* and the *rational method*, especially the remarks of the Editor and the quotation from Tate's Philosophy of Education. I hold that, in teaching mathematics to young or old, there should be no fooling with rules, E. T. T. to the contrary, notwithstanding.

I think "Jacobus Redivivus" should find out just what he wants to find fault with, before he gets so very funny.

Very truly,

C. S.

We think we fully understand our good brother's state of mind, and we do not think he has any reason to be discouraged. No strange thing has happened to him. There always have been, and probably will continue to be, those disposed to "skulk" behind anything they think will conceal their own good-for-nothingness; and we promise to join most heartily with our brother in routing out and exposing the "rutted," "routine," "memoriter" skulkers; if he will join with us in exposing the sham and pretense of those who wear the imposing and attractive mask called "new education." What do you say, brother?

We believe in progress. We believe the latter half of the 19th century will always be bright on the pages of history as a period of immense progress—progress in science and arts, and in education as well. But we should all learn to discriminate. The new is not all good, nor the old all bad. Educational foam is not so desirable as the good old wine. We should learn to prove all things and *hold fast that which is good*.

In a post-script not printed, our brother expresses a fear that his letter will "sound a little raspy." A rasp is a useful instrument. It is good for shaping and polishing. Let it be applied vigorously wherever it is needed, and we shall not complain.—ED.

Jacobus sees one side of the question, and sees that from the standpoint of a dull boy who evidently is naturally "soft," while his father has pluck and vim. But I agree with him fully respecting the absence of study in school hours. Every teacher ought to have two classes or two divisions of a class, thus securing an alternation of class exercises and study. My daughter tells me she has only "one period" in school for study. There is too much teaching and too little study from the fourth to the ninth school year. I quite agree with the editorial in the February number of the MONTHLY, "The Old and the New Again." I have been endeavoring for several years to bridge over the chasm between oral teaching and text-book study in our schools. W. H.

Thank you for your telling words on "soft" teaching. I have been among the guilty, but inaugurated a reformation to-day, as a result of your last number.

J. W. F.

ANSWERS TO QUERIES.

Q. 5, p. 35.—Henry Oursler, of Adams County, sends a very clear and interesting solution of this *longitude and time* problem, accompanied by a very beautiful and accurate diagram. He gets the same result as that given by O. F. Williams, in our February number. We shall preserve it for use some time when we have more room than we have now.—Ed.

Q. 6, p. 35.—W. B. Williams, a farmer in Hamilton County, sends a correct solution with diagram accompanying. He finds the common base of the two triangles to be 33.75 ft., which we think is correct, or within a small fraction. The solution and diagram would occupy more space than we can afford.

The solution sent by J. A. B., Mt. Union, is correct as far as it goes, but he stops with finding the altitude of each of the triangles. R. T. D. misapprehends the nature of the problem.—Ed.

Q. 7, p. 36.—\$500 — \$300 = \$200, what he gained on both horses. This divided in two parts in the ratio of 100 and 105, gives \$97.56 and \$102.44, the gain on each. \$250 — \$97.56 = \$152.44, the cost of one horse; and \$250 — \$102.44 = \$147.56, the cost of the other.

R. T. DENNIS.

The above is correct to the nearest unit. G. W. Leahy, J. L. Lasley, L. B. D., and W. H. B. get the same result. S. M. L. and J. E. V. get results which differ from the above and from each other.—Ed.

Q. 1, p. 83.—I am not able to find anything in the statute which, in so many words, requires a school superintendent to hold a certificate; but a *teacher* is required to hold a certificate of qualifications in *every branch* he teaches. The superintendent is the *head teacher*—the teacher of all the teachers and all the pupils. The natural inference is that he should hold a certificate covering all the branches taught in the schools he superintends.

G. R.

Q. 2, p. 83.—A legal-tender note of the U. S., first issued at the breaking out of the late civil war. The devices on the back of notes so issued by the government, and by the national banks, are printed in green ink, mainly for the purpose of preventing alterations and counterfeits, hence the name.

C. W. W.

To the same effect L. P. H., J. K., and C. E. D.

Q. 3, p. 83.—The 20th century will begin at midnight, Dec. 31, 1899.

O. F. WILLIAMS.

To this agree F. K. B., D. N. C., J. N. M., E. F. K., L. G., and C. D. L.

The 20th century will begin with the year 2000.

J. B. D.

The 20th century will begin in the year 2001.

R. H. D.

100, 200, 300, etc., to 2000, indicate the terminations of centuries in order. 1901 begins the 20th century, and 2000 closes it.

Plymouth, O.

J. L. LASLEY.

So say S. A. G., J. K., A. S. L., A. L. E., C. W. W., F. G., L. P. H., and L. B. D., and with them we agree.—Ed.

The 20th century will begin Jan. 1st, 1901. The first hour of the century will be from 1 A. M. to 2 A. M., Jan. 1st, as the hour of midnight does not end till 1 A. M. begins. H. G. WILLIAMS.

Q. 4, p. 83.—“Annual Interest” means simply that the interest on the principal is to be paid at the close of each year, and if not paid it draws simple interest, at the legal rate, until paid. L. B. D.

To the same effect C. W. W., W. L. S., S. A. G., A. S. L., J. K., J. N. M., L. P. H., R. H. D., W. J. P. and H. G. Williams. This is the view taken by most if not all of the text-books. Perhaps, as a general term, its application is a little more extended, reaching to all that class of interest problems in which the interest is contracted to be paid at specified periods, whether annually, semi-annually, quarterly, or monthly. It is worthy of note in this connection that there is a decision of the Supreme Court of Ohio to the effect that the words “annual interest” in a note do not entitle the holder to interest on the unpaid interest. These words are held to be synonymous with “interest per annum.” In order that the unpaid interest shall draw interest, it must be stated that the interest is payable annually, or semi-annually, as the case may be.—Ed.

Q. 5, p. 83.—Questions like this and the two which follow it have their use, perhaps, in sharpening the wits of controversialists, but they are not profitable to students of arithmetic. No one of them gives a sufficient basis for an arithmetical solution. Query 5 is indeterminate, the number of acres depending on the shape of the field, and no shape is given. If it is square, it contains 1024 square miles, but if it is a rectangle four times as long as wide, it contains 1600 square miles.

P. K.

About thirty answers to this query have been received. Nearly all the solutions are based on the supposition that the field is square, and all but one or two get a correct result. We select the following as representative solutions.—Ed.

On the supposition that the field is square, let x = the length of one side in rods, and $4x$ the perimeter of the field. Then $\frac{x^2}{160}$ will equal the number of acres, and $4x$ times 16 will equal the number of rails; and we have the equation, $\frac{x^2}{160} = 64x$, from which $x = 10,240$, and $\frac{x^2}{160} = 655,360$, the number of acres in the field. W. C. BOYD.

Harrisville, O.

There are 16 times as many acres as there are rods in compass. There are 4 sides, hence, 64 times as many acres as rods in one

side. If every rod in width contains 64 A, the field must be 160 times 64 rods square, (10,240 rods)², from which the area is 655,360 A.

Proof:—If there are 10,240 rd. in one side, there are 40,960 rd. in compass, which multiplied by 16, the number of rails per rod equals 655,360.

ISAAC RUBY.

North Liberty, O.

Rule for solving all such problems:—Multiply the number of rails in a rod by 2, and the product will be the number of miles square in the piece of land.

The answer to the problem given is 655,360 acres.

Genoa, O

JONAS COOK.

Q. 6, p. 83.—This query is indefinite. We are not told what is invested, gold, silver, greenbacks, or bank notes. The bonds pay 4 per cent.—in gold, or what? The United States have paid gold for interest on 4 per cents., but U. S. 4's never sold at 70, and I prefer not to think it possible they ever will. What does "realize" mean?

P. K.

4 per cent. bonds bought at 70 pay $5\frac{2}{3}$ per cent. on the investment.
 1.03 times $5\frac{2}{3}$ per cent. = $5\frac{3}{4}$ per cent.

J. K.

And so say about 20 other schoolmasters, but P. K. is high authority. Which is right?—ED.

Q. 7, p. 83.—This is a question of law. I believe the court would say that neither of the contingencies contemplated by the testators had occurred, and therefore the estate was not devised. Accordingly the widow should have her dower, etc., according to the statute, and the remainder of the property should be divided equally between the heirs. Probably every lawyer of the three parties would have a different view from this. Their interesting arguments would turn upon points of law, not of arithmetic, for the law must be settled before the arithmetic comes in.

P. K.

From the conditions of this problem the daughter has the least claim, the mother twice the claim of the daughter, and the son twice the claim of the mother, therefore, if we represent the daughter's portion by 1, the mother's will be 2, and the son's will be 4, or daughter $\frac{1}{7}$, mother $\frac{2}{7}$, son $\frac{4}{7}$.

G. W. LEAHY.

A probate court would set aside such a will and divide estate according to statute, but to settle according to terms of will, the daughter would get $\frac{1}{7}$, widow $\frac{2}{7}$, and son $\frac{4}{7}$.

W. J. PATTERSON.

About 20 others get the same result. J. L. Lasley would divide the estate in the ratio of 2, 3 and 4.—ED.

Q. 8, p. 84.—It is said that Andrew Jackson, whose spelling was notoriously bad, spelled "all correct," "Oll Korrect," hence O. K.

J. N. M.

It originated from Aux Cayes, pronounced O K, from which the best tobacco formerly came.

F. G.

Query 9, p. 84.—"To confess," verb, act., trans., pres. tense, and has the function of an adjective, limiting "liberty." "Which," simp. rel. pro., antecedent "much," object of "have heard." "Objected," verb, trans., passive, past tense, participial mode, and has the function of an adj., limiting "which."

D. N. C.

"To confess," an infinitive with the construction of an adverb, modifying "at liberty" Equivalent to "I am *free* to confess." "Which," a relative pronoun, object of "have heard." "Objected," a participle with the construction of an adjective, modifying "which."

L. P. H.

Q. 10, p. 84.—No. John, understood, is the antecedent of "I."

A. L. E.

I do not think the word John at the beginning of the sentence is the antecedent of "I."

L. B. D.

In the sentence, John said "they must go," would any one think of calling "John" the antecedent of "they"?—Ed.

Q. 11, p. 84.—"To weep" is an infinitive, construction of an adverb, limits "being seen."

J. B. D.

"To weep," an infinitive, construction of an adjective, modifies "he."

R. H. D.

J. L. Lasley, L. B. D., S. A. G. and W. B. Drake agree with J. B. D. A. L. E. would call "to weep" the complement of "being seen." Whitney calls the infinitive, in such constructions, an adverbial adjunct of the verb it follows.—Ed.

Q. 12, p. 84.—The term is derived from the name of Governor Gerry, of Massachusetts, who in 1811 signed a bill readjusting the representative districts so as to favor the Democrats and weaken the Federalists, although the last-named party polled nearly two-thirds of the vote cast. A fancied resemblance of a map of the districts thus treated led Stuart, the Painter, to add a few lines with his pencil, and say to Mr. Russell, editor of the *Boston Sentinel*, "That will do for a Salamander." Russell glanced at it: "Salamander"? said he; "Call it a Gerrymander!" The epithet took at once and became a Federalist war-cry, the map caricature being published as a campaign document. It is worthy of note that the word recently found its way into English Journalism, but of course the American spelling was not to be accepted, and it appeared as "Jerrymander." The *Spectator*,

of Aug. 16, 1884, however, made the correction, but did not tell the story as above.—Charles Ledyard Norton, in Feb. *Magazine of American History*.

It may be worthy of note, also, that in Eastern Ohio I hear the word pronounced as if written "Jerrymander." H.

I have heard that the word "Gerrymander" originated from the proclivities of Gov. Gerry, of Massachusetts, to evade or wander around points at issue. Hence the term Gerry's meanderings—Gerry-mander. T. W. O.

Q. 13, p. 84.—The Lady Elgin was sailing from Chicago to Milwaukee, in the Fall of 1860. She was run into by a schooner off Lake Forest, Ill., and three hundred lives were lost. A. S. L.

Q. 14, p. 84.—There is considerable diversity of opinion concerning this query. Answers have been received from eighteen persons. Of these, *one* says neither proportion is correct; *two* say both are right; *five* say the first; and *ten* say the second. We think the following view is about right:

Of course a correct result may be reached by either statement; but the first seems more logical. There are two sets of terms used in the statement of the problem, which may be called respectively *indebtedness* and *payment*. Each of these sets forms a couplet or ratio. \$1 and \$2200 are the two terms of *indebtedness*, and \$.60 and \$x are the two terms which, for the want of a better name, I have called *payment*. The objection to the second statement in the query is that each of the ratios consists of two unlike terms, one *indebtedness* term and one *payment* term. R. C. A.

QUERIES.

In answering, write only on one side of the paper, leave a space of at least one line after each answer, use no unnecessary words, write distinctly, put all solutions of problems in a form to be easily understood, and send in your answers before the fifteenth of the month.—ED.

1. An elevator sixteen feet high, is ascending at the rate of 2 feet a second; a ball is thrown from the floor directly upward with a velocity of 32 feet a second; how high will it rise, and in what time will it come to the floor again? J. J. B.

2. Why do clinkers form more readily in cook stoves than in an open grate, and still more readily in an office or heating stove than in a cook stove? Our grate has had a continuous fire for more than three months, without the formation of any clinkers, while the same quality of coal will produce clinkers in a heating stove in 24 hours.

ERA.

3. What "Resolutions" were offered in the Virginia Assembly by Patrick Henry? J. B. D.

4. What was Webster's "Seventh of March Oration?"

5. When Parliament, in 1752, declared that September 3 should be September 14, was there a like change made in the days of the week? Thus, if Sept. 2 was Monday, was the next day (Sept 14,) Tuesday, or was it Saturday? ERA.

6. Bryant, in his Popular History of the United States, says that the Northmen were accustomed to count by the long and the short hundred. What is a *long* hundred, and what a *short* hundred? F. B.

7. What sum of money is that whose use for 3 yrs. at the rate of \$4½ for every hundred, is worth as much as the use of \$540 for 1 yr., 8 mon., at the rate of \$7 for every hundred? What is the proper statement by cause and effect? C. D. L.

8. What number multiplied by ¼ of itself equals 33,635? Arithmetical solution. F. K. B.

9. A man bought a farm for \$4,500, and agreed to pay principal and interest in four equal annual installments; how much was the annual payment, interest being 6 per cent. ? J. A. W.

10. What are the linear dimensions of a box, whose capacity is 65,910 cu. ft.; the length, width, and depth being to each other as 5, 3 and 2? Arithmetical solution. E. E. HERSHEY.

11. What is the correct method for the solution of such problems as: The G. C. D. of two numbers is 35; the L. C. M. is 840: required the two numbers? J. N. M.

12. How many rods more in the perimeter of a square acre than in the circumference of a circular acre? JOHN P. HALE:

Ira, O.

13. Two hours *is* a long time to wait. How can "*is*" in this sentence be said to agree with its subject in number? F. B.

14. It is base for one to betray his country. Parse the subject of *is*. Parse *for*. E. F. KORNES.

Millersburg, O.

15. "The people thought it was I." Is this a correct sentence? Parse "*it*" and "*I*." KATIE MILAN.

West Milton, O.

EDITORIAL DEPARTMENT.

The dictum, "We learn to do by doing," become so familiar of late, is but the complement of another equally important truth, "We learn to do by knowing." Clear and correct conception must precede and accompany all good execution. Knowing goes before doing. The mind guides the hand. Bacon expressed both sides of this important truth, in their true relation, when he said "Studies are perfected by experience." This is the true, the natural order. A boy learns to skate by first observing and *knowing* how it is done, and then putting his knowledge in practice. And so of writing, drawing, speaking, solving mathematical problems, etc. Painting, sculpture, musical composition, and architecture afford good illustrations. In all these, mental conception precedes and guides execution.

But it is well to emphasize "doing," for our educational methods have been weak on that side. It is worth much to know; it is worth far more to be able to do.

In the *Indiana School Journal's* report of the proceedings of the Indiana State Teachers' Association, we find the following very sensible remarks on the examination question, by Supt. F. D. Churchill, of Aurora. They present a phase of the question too often overlooked, and their relevancy and force must be admitted.

It is not the chief object of the examination to find out what the pupils know; it is not for the benefit of the teacher, but for the benefit of the pupils.

The examination is of value to the pupil in that it teaches him to express what he has learned, and there is no more practical exercise. Again, it teaches him to concentrate his thoughts. Until he has acquired the power to fasten his mind on a subject and hold it there he is not educated. What teacher has not thought, as he looked upon his school on examination day, "If I could but get as earnest work every day, how much greater would be the results!" The examination day is the day of all days when you get concentrated effort from your pupils.

It is of great value to the pupil in that it requires him to make an effort to retain facts in his mind. Without it he would perhaps prepare his lesson merely for the recitation, letting it pass out of mind soon after. But knowing that examination is coming, he will make an effort to retain the facts, and there is a probability that he will always retain them. An exercise of such value cannot hold too great a place in the school-room.

PLEASURE IN STUDY.

A prime object with the true teacher will always be to teach the pupil to think. There is a delight in the conscious exercise of power. Every one knows what a joy the healthy child derives in the exercise of its physical powers, in running, jumping, climbing, etc. There can be no doubt that nature intended that no less delight should accompany mental exertion. In fact the pleasures attendant on mental gymnastics are higher in kind, and keener in degree than any which belong simply to bodily organization. But the difficulty too often is

that the thinking faculties are left so long undeveloped that action becomes slow and painful, or that wrong ideas and methods of instruction create a distaste for vigorous mental exertion. Thus study, which should, within healthful limits, be the most delightful of recreations, comes to be associated in the youthful mind with pains and penalties. The teacher's first aim in the case of the dull child should be to stimulate the mind till effort becomes pleasurable, after which success is sure.—*Canada School Journal*.

Yes, but a distinction should be made. There is a difference. Play and work are not altogether alike. Of course the healthy child delights in running, jumping, and climbing; but does it follow that he should never do anything but run, jump, and climb? Or does it follow that he will find equal pleasure in chopping, milking, and turning the grind-stone? No; work is not play, and cannot, to any great extent, be made to seem so. Play is pastime, amusement, sport; work is labor, toil, tiresome exertion. Within limits, there is pleasure in work, but it differs in kind from the pleasure of play; and most men find it necessary to carry it beyond the point of pleasure, even to weariness and pain.

Study is of the nature of work rather than of play, and the pleasure that attends healthful study is the hearty, invigorating pleasure of work, rather than the luxurious, and sometimes enervating pleasure of play. It is just here that so many teachers make a grave mistake. They do not discriminate. Impressed with the sustaining power of pleasure and its consequent value as an educational force, they sacrifice everything else to it. They forget that good character always contains some of the sterner as well as the gentler traits. No man or woman is worth much who has not both the ability and the will to do disagreeable things; and this is an attainment that is reached by training and discipline. The child that is required to do only what is easy and interesting is not likely to come rapidly to it.

Amusement and recreation are legitimate in their place—and they have some place in the education of a child; but the pleasures of healthful study are of a different character. They are such as the gratification of curiosity, interest, enthusiasm, sympathy with other minds, consciousness of growing power and love of knowledge.

Beyond all this, there is a place for the exercise of authority. No child is well trained, who does not learn obedience; but there is little of the essence of obedience in complying only with requirements that are altogether agreeable.

A teacher makes progress in his work as long as his ideal is high and he strives to reach it. But whenever he places his knowledge, his capacity, or his success in the balance, over against the knowledge, the capacity or the success of those about him, true progress is at an end. It is no particular mark of excellence simply to desire to excel others, but it is a mark of excellence for a man to desire to make himself better than he is,—to excel himself. And there is no patent process by which this excellence may be attained. It requires good, square, honest work.

They who would prepare to teach, must be willing to learn, and must manifest that willingness in their actions. They must have a heart for the work, and they must continually seek knowledge and skill for its performance. Each of these is essential. The most profound knowledge and the greatest love for

the work, without skill to apply and use, will never give success. No work in which men engage requires more of heart than the teacher's work; and since all living streams must proceed from inexhaustible fountains, the teacher needs constant, close communication with the fountains of knowledge. J. W. M.

It was the printer and not the editor who said in our last number "both has truth on his side." The editor wrote "each," but the printer made it "both."

A good schoolmaster in Eastern Ohio shakes his left fist at us for saying we have been browsing in the inviting pastures of the new education. "It seems to me," he says, "that we *graze* in pastures, and that *browsing* is done in the woods, or brush, or some such place." It is so sometimes, but not always. Here is what our Imperial Dictionary says about it:

Browse, v. t.; to feed on, to pasture on, to graze.

"The fields between
Are dewy fresh, browsed by deep-uddered kine."

—*Tennyson*.

Browse, v. i.; to feed on pasture, or on the tender branches or shoots of shrubs and trees.

"The full lips, the rough tongue, the broad cutting teeth of the ox, . . . qualify this tribe for browsing upon their pasture."—*Paley*.

Thus it appears that we may browse as well as graze in pastures.

The man that turns aside from a noble purpose and gives himself to the pursuit of wealth, or fame, or ease, is a truant. He is like a school-boy that stops, on his way to school, at the brook, to pick up pebbles. Before he is aware the day is gone.

This has its application to teachers. One born of the spirit of the true teacher should ponder well before giving up his work for an easier, or a more lucrative, or a more popular pursuit. Having found your place, keep it and fill it well.

It was my good fortune to-day to spend some time in the Harmar Grammar School. There were about one hundred and thirty pupils present—the exact number was hard to ascertain, for every available foot of space was occupied. Without an assistant Mr. J. D. Phillips directs the whole, and all moves forward with most wonderful precision. This morning while a class of forty were reciting in English grammar, not an inattentive pupil could be seen, and those at the desks were quietly preparing their lessons.

To the visitor the school seems to move on so pleasantly that the teacher finds no occasion for showing his authority. You ask, "How does he do it?" In his own quiet, inimitable way. One of the worst failures I ever knew in a school came from a servile imitation of Mr. Phillips. I said he was without an assistant; yet a little observation teaches us that he has very many—that in preserving order and in carrying forward the work of the school, all the good and honest hearts have been enlisted and united. The great secret of his success lies in his ability to give cohesion and consequent power to the best elements of the school. That power drives out idleness and vice.

This suggests the question, Is it not better for any teacher to have at least

two grades of pupils in a room? At each promotion the new class that comes in readily accepts the traditions of the division which remains with the teacher from the previous term or year. The school thus perpetuates its organic life; there is a unity in its spirit and purpose, an individuality which does not change with every term. A.

In answer to our request to send no more "cold waves" this way, C. R. Long, of Black River Falls, Wisconsin, writes, under date, Feb. 16: "Really, now, we have not missed the cold we sent you; it's 30 below this morning, 40 yesterday morning—no thawing since Thanksgiving; but, at your request, it shall be stopped."

Thank you; but are n't you rather slow about it?

James B. Irvin, very widely known for many years as the agent of the Cincinnati publishing house of Van Antwerp, Bragg & Co., died at his home in Dayton, Feb. 12. His funeral was attended, on the following Saturday, by a very large number of friends and neighbors, among them the following school superintendents: R. W. Stevenson, of Columbus; John W. Dowd, of Toledo; H. M. Parker, of Elyria; C. L. Van Cleve, of Troy; C. W. Bennett, of Piqua; Maj. J. M. Goodspeed, of Athens; Col. W. J. White, of Springfield, and Hon. J. J. Burns, of Dayton.

Mr. Irvin was at one time principal of one of the Dayton schools, and for many years a school examiner. He was a man of great force of character and keen insight into human nature, and a most genial, generous, and faithful friend.

At an informal meeting of school men at the Beckel House, after the burial, Mr. C. L. Loos, of Dayton, was requested to prepare a memoir of Mr. Irvin, for publication in the MONTHLY.

At a meeting of the North-Eastern Ohio Teachers' Association, held at Cleveland, on the day of the funeral, the following resolutions were offered by Mr. C. B. Ruggles, and unanimously adopted by the Association:

Resolved, That we learn with deep sorrow of the death of a fellow member of this North-Eastern Ohio Teachers' Association, Mr. James B. Irvin, who has so many years been our companion and the faithful agent of the school-book publishing house of Van Antwerp, Bragg & Co.

Resolved, That we bow in humble submission to the dispensation of Divine Providence, which, in the midst of an active and useful life, has removed from our number a long-trying and faithful friend, an eminent co-laborer in his department of the educational profession; a companion whose presence we shall miss and whose place can never be filled.

Resolved, That we tender to the bereaved family our heart-felt sympathy, and the assurance that we mourn with them in this hour of our mutual affliction.

Resolved, That these resolutions be spread on our minutes, and that a copy be sent by the Secretary to the sorrowing family.

Since the above was put in type, we have received from Mr. Loos the memorial sketch which he was requested to prepare; but our pages are full. It will appear in the next issue.

EDUCATIONAL INTELLIGENCE.

—Mt. Union College has provided a special course in the common branches, to take effect in the Spring term, beginning Feb. 24.

—"Washington's Birth-day" was observed by the Ottawa high school, on Friday, Feb. 20. The excellent program concluded with a "Martha Washington Reception," in three scenes.

—The Sandusky County teachers' institute will hold its annual session at Fremont, during the week beginning March 30. R. B. Marsh and Samuel Findley have been engaged as instructors.

—The London *Journal of Education* announces that the University of St. Andrews grants the diploma and title of L. L. A. to women. Eleven different places are named as Centers of Examination.

—A New Orleans correspondent of the *Akron Beacon* says Ohio's general showing at the Exposition compares favorably with other States. Her ladies' department excels all others, but her school exhibit is behind many others, notably Iowa.

—A meeting of the Wyandot County Teachers' Association was held at Upper Sandusky, on Saturday, Feb. 28. The program contains nearly a dozen topics. J. A. Pittsford and F. V. Irish are among the names of those appointed to take part.

The regular bi-monthly meeting of the Greenc county Teachers' Association was held at Xenia, on Saturday, Feb. 14. About 80 teachers were in attendance. A paper on Language Study, by Prof. G. R. Hammond, of Antioch College, and a "Rambling Talk about Books," by W. G. Moorehead, D. D., were the principal features of the meeting.

—The regular bi-monthly meeting of the North-Eastern Ohio Teachers' Association was held at Cleveland, on Saturday, Feb. 14. The program announced in our last issue was fully carried out. The inaugural address of President Geo. H. White was very suggestive and practical. Two excellent papers followed, one by Superintendent Herriman, of Medina, on Moral Teaching, and the other by Principal Hall, of Milan, on History. But one more meeting will be held this school year, some time in May, place to be determined by the executive committee—probably at Norwalk.

—The New Holland Teachers' Association held a successful meeting in the high school room, New Holland, O., Feb. 7. W. L. Shinn, acted as president. The exercises were received with marked favor by the large audience present. The following program was given in full:

Mind—M. E. Thrailkill, Williamsport. Language Lessons—Miss Louise Fisher, Circleville. Proportion—A. T. Cordray, Mt. Sterling. What and How—Supt. Albert Leonard, New Holland. Meditation—Miss Belle Brobeck. Query box and Miscellaneous discussion.

—Less than ten months ago the contract for the erection of a two-story brick school-house, of eight rooms, was let by the Board of Education of Hamilton, Ohio, the cost not to exceed fourteen thousand dollars. On Saturday, January 24th, the building was formally accepted by the Board, at a meeting attended by a large number of citizens. School Commissioner Brown presided, and addresses were delivered by Mr. Max Reutti, the architect; Supt. L. R. Klemm; Principal Chas. E. Walter; Hon. Allen Andrews; Hon. William E. Brown,

and James Giffin, Esq. The building is a model for utility, convenience and hygienic arrangement. It is modeled after the eight-room school-houses constructed at Fort Wayne, Indiana, under the superintendence of Dr. Irwin. With Mr. Peter Schwab as president of the board of education, and Prof. Klemm as superintendent, the Hamilton schools are maintaining their position among the best in Ohio. L.

—NATIONAL NORMAL UNIVERSITY, LEBANON, OHIO.—While other schools are complaining of diminished attendance, on account of hard times, the National Normal University, Lebanon, O., is enjoying an increase of forty above its attendance last year at this time.

The Spring commencement of the Department of Science will take place Thursday, March 26, 1885. Sixteen will graduate. Last year six graduated from this course, which was the first class of this new arrangement. About 140 are in the Fall class. They will graduate Thursday, Aug. 30. The increased attendance has made it necessary to provide for the additional class which graduates in the Spring. An entirely new catalog will be published Feb. 25th, which will be sent free to any one.

A class will graduate from the Department of Laws next July. This will be the first commencement of that department, as it was organized in 1883.

This is undoubtedly the most prosperous year in the history of the school. President Holbrook is more active, and really looks younger than years ago—so his old friends say. He teaches the same number of hours and the same classes that he has taught during the past 20 years.

The "Spring" Session opens March 31. This is always the time of greatest influx in the school year. From indications, the inflow will be beyond all precedent.

The *Normal Exponent*, edited by R. H. Holbrook, is constantly increasing its circulation. R.

—The Belmont County Reading Circle seems to be doing thorough work. The following are samples of questions used in the examination of its members:

ENGLISH HISTORY.

1. Have you read the history of England since becoming a member of the Circle?.....
2. What house reigns in England at present, and who of this house have occupied the throne?.....
3. What powerful minister of England was America's friend? Name two of Victoria's prime ministers.....
4. What were the causes and results of the last two wars in which England has been engaged?.....
5. Name the invaders of England in chronological order.....
6. What were the Wars of the Roses?.....

PAGE'S THEORY AND PRACTICE OF TEACHING.

1. Have you read the above-named work since becoming a member of the Circle?.....
2. Name the four rewards that you consider most worthy of the teacher's earnest efforts.....
3. What personal habits should the teacher possess?.....
4. What are proper, and what improper modes of punishing pupils?.....

5. Name three serious objections to public examinations.

6. What is meant by "collateral study"?

A certificate like the following is issued to each member who completes the work of a year:

This is to certify that.....has completed the.....
year of the course of the Belmont County Teachers' Reading Circle.

Examiners: { L. H. WATERS,
J. C. BETHEL,
MARY C. BUNDY.

PERSONAL.

—E. F. Moulton and John E. Morris are to conduct the next Trumbull County institute.

—Ed. M. Mills has resigned the charge of the McComb schools, and has taken the "A Grammar" department of the Findlay Schools.

—Col. D. F. De Wolf, Ex-Commissioner of Common Schools for Ohio, has taken up his residence in Georgia. So say the newspapers.

—Messrs. E. L. Kellogg & Co., educational publishers, announce their removal to 25 Clinton Place, N. Y. Their *School Journal* is now widely circulated.

—L. W. Lawrence, Lordstown, O., has taught three years in the same district, and attributes a large measure of his success to the help received from the MONTHLY.

—F. V. Irish has met with very gratifying success in disposing of the first edition of his new book, "Grammar and Analysis Made Easy and Attractive, by Diagrams." A new edition will be issued soon.

—Prof. W. H. Venable will devote a portion of his Summer vacation to institute work. He is prepared to give evening lectures, or to teach history, literature, rhetoric, and the science of education. Address him at Cincinnati.

—G. N. Carruthers, superintendent of schools at Salem, O., has been delivering a course of Friday evening "Talks of Walks Across the Water," before the Salem Young Men's Christian Association. They have been well attended and well received.

—B. S. Page, Superintendent of the Ironton schools, is doing excellent work for his patrons. Although only in his second year at that place, the schools were never in a more prosperous condition. Every one speaks in glowing terms of his work.

—Miss E. B. Mather, primary teacher in the Hanging Rock schools, is teaching her seventeenth year in the same room. Her salary is \$500. She taught ten years in Ironton before going to the Rock. Over a quarter of a century has been spent in the two schools.

—John D. Phillips, who has charge of the grammar school at Harmar, Ohio, has an enrollment of 126 pupils, with an average attendance of nearly 120,—all these taught by one teacher. A visitor tells, elsewhere in this number, something of how it is done. Mr. Phillips writes that the lower schools are also largely attended, and are taught by a most excellent corps of teachers; adding, "We heartily agree with Jacobus. We teach much after his fashion."

—John Ogden has been chosen to take charge of the Department of Pedagogy in the Martha's Vineyard Summer Institute, session of 1885, and Mrs. Ogden will have charge of the Kindergarten Department. The session opens about the middle of July and continues five weeks. Mr. Ogden expects to spend April, May and June in Dakota.

—Principal E. H. Cook has now been at the head of the Normal School one quarter, and the fact that every department is running smoothly and harmoniously furnishes good evidence that he is the "right man in the right place." He is a most indefatigable worker, and makes his influence felt in whatever he undertakes.—Potsdam (N. Y.) paper.

—C. R. Long, who, at the beginning of this school year, went from Zanesville, Ohio, to take charge of the schools of Black River Falls, Wisconsin seems to be making about the usual record of an Ohio schoolmaster abroad. In speaking of him and his corps of teachers, the *Badger State Banner* says: "In a surprisingly short time the school machinery acquired a smooth motion and is doing its work admirably. Solid and faithful work is being done, with no attempt at making a display."

—Andr. J. Rickoff, Yonkers, N. Y., had quite an ovation at Cleveland, where he spent a day on his way to New Orleans. He arrived on Friday, Feb. 20, and dined at the Stillman with a party of special friends. In the evening, more than 250 Cleveland teachers and other friends called to pay their respects to the man who has done more for education in Cleveland than any other one man.

On the morning of the 21st, on the invitation of Supt. Hinsdale, Mr. Rickoff attended the general teachers' meeting at the Central High School, where he was warmly greeted by Cleveland's 550 teachers.

NEW PUBLICATIONS.

The Unique Reading Charts. Parts I and II. New York and Chicago A. S. Barnes & Co. Price, \$10.

These charts contain fifty-two numbers bound in two parts, and are suited for use with any series of school readers. They are very simple in form, requiring no supporter save a couple of nails in the wall or in the top of the black-board. Besides the reading lessons and pictures, there are excellent writing lessons and copious script exercises; well arranged exercises for phonic drill; a beautiful color chart, illustrating the primary and secondary colors; and a clock face with movable hands, for teaching how to tell the time of day.

The reading lessons are carefully graded and beautifully illustrated. Primary teachers cannot fail to be pleased with these charts. They are convenient and excellent.

Our Bodies, or How We Live. An Elementary Text-book of Physiology and Hygiene for use in Common Schools, with Special Reference to the Effects of Stimulants and Narcotics on the Human System. By Albert F. Blaisdell, M. D. Boston: Lee and Shepard. 1885.

One of the signs of the times is the rapid appearance of new text-books bearing upon the effects of stimulants and narcotics. We have feared that the

book-makers, in their eagerness to meet the demands of the most advanced sentiment on this subject, would lose sight of the important matter of scientific accuracy, and thus more harm than good be done. The author of this book is evidently not an extremist. His statements are such as are generally accepted by standard writers. A list of 128 simple and interesting experiments, a glossary and an index are valuable features. We consider this book one of the best of its kind.

School Keeping: How to Do it. By Hiram Orcutt, L.L. D. Boston: New England Publishing Company. Price, \$1.00.

This little book contains seven chapters: I. Theory and Practice; II. How to Begin; III. How to Govern; IV. How to Teach; V. Physical Culture; VI. Morals and Manners; VII. Temperance in Schools. It is very practical, aiming to show the young teacher how to organize and control a school, how to conduct recitations, and how to conduct himself in all his relations to his pupils and patrons.

The Heroes, or Greek Fairy Tales for my Children. By Charles Kingsley. Illustrated. London and New York: Macmillan & Co. 1885. Price, 30 cents.

The three stories of Perseus, The Argonauts, and Theseus are well told, and the lesson of all is, "Do right and God will help you." It is a neat little book, bound in cloth, and belongs to the "Globe Readings from Standard Authors."

Methods of Teaching and Studying History. Boston: Ginn, Heath & Co. This is a revised and enlarged edition of Volume I of the Pedagogical Library edited by G. Stanley Hall. It contains papers by more than a dozen eminent teachers and authors, and should have many readers among teachers of history.

Primer and First Reader. By C. A. Turner. Boston: Ginn, Heath & Co. 1885.

English History in Rhyme. An Aid to Memory for the Use of Schools; with Genealogical Tables of the Sovereigns of England and their Families. By Mrs. Mary Russell Gardner, Principal of School for Young Ladies, 603 Fifth Avenue, New York City. 16mo, pp. 38. New Haven, Conn: The Stafford Printing Co. 1885. Price, 50 cents.

An exceptionally well-written metrical summary of the chief features of English history, from Cæsar's invasion to the present time.

Calisthenics and Disciplinary Exercises. By E. V. DeGraff, A. M. Syracuse, N. Y.: C. W. Bardeen, Publisher.

Normal Language Lessons. By S. J. Sornberger, Ph. D. Syracuse, N. Y.: C. W. Bardeen, Publisher.

The title of this little book seems to us misleading. We would call it grammar boiled down.

The Boys and Girls' Atlas of the World, with Map Drawing and Written Exercises on Imaginary Voyages, Commercial Routes, Principal Products, Comparative Areas and Populations, Height of Mountains, Length of Rivers, Highlands and Lowlands. By James Monteith. New York and Chicago: A. S. Barnes and Company. Price, 50 cents.

The title-page of this book, given above, indicates something of its character. It is a new departure in geographical teaching. We believe it would be excellent in the hands of a teacher of real skill and power. We suspect it would not please the lesson grinders.

Lycidas and Hymn on the Nativity. By John Milton. No. 46 of English

Classic Series; with explanatory notes. New York: Clark and Maynard, Publishers.

Circular of Information of the Bureau of Education, No. 7—1884. Aims and Methods of the Teaching of Physics. By Prof. Chas. K. Wead, A. M., of the University of Michigan.

Report of the School Committee of the City of Springfield, Mass. A. P. Stone, Superintendent.

Biennial Report of the Public Schools of Newark, O. J. C. Hartzler, Superintendent.

Annual Report and Manual of the Public Schools of Mt. Vernon, O. J. A. Shawan, Superintendent.

Manual and Report of the Public Schools of Chillicothe, O. William Richardson, Superintendent.

Thirty-Seventh Annual Report of the Board of Education of the City of Rochester, N. Y. S. A. Ellis, Superintendent.

THE MAGAZINES.

The North American Review for March has this bill of fare: I. Future Retribution, by Canon Farrar. II. The Moral Aspects of Vivisection, by Prof. N. K. Davis. III. Buddhist Charity, by Prof. F. Max Muller. IV. The Revival of Sectionalism, by Murat Halstead. V. Mind in Men and Animals, by George John Romanes. VI. The Use and Abuse of Titles, by Prest Gilman. VII. Speculation in Politics, by Judge Jameson. VIII. Railway Land-grants, by John W. Johnston. New York: No. 30 Lafayette Place.

The Popular Science Monthly has, as usual, a long array of well written articles on scientific subjects. That which first arrested our attention is an account, by Franklin Haven North, of an experiment by a number of philanthropic New York business men under the lead of Felix Adler, in behalf of the street urchins whom Edward Everett Hale calls "the children of the public." Seven or eight years ago, they established what is called the Workingmens' School, and from that time to this have sought out and gathered in the children deemed the least promising subjects for instruction. By a union of manual labor and mental work, an effort is made to make these children self-reliant and self-sustaining, and with most gratifying results. New York: D Appleton & Co.

The Century has attained an enormous circulation. More than 200,000 copies of the February number have been sold, and the first edition of the March number is 190,000 copies. Several editions of the Nov., Dec. and Jan. issues have been exhausted. Even the children forsake their papers and magazines to read the war articles in the *Century*. Union Square, New York: The Century Co.

The Atlantic Monthly has installments of three serial stories, a new story by Oliver Wendell Holmes, sketches of travel, biography, and history, the most discriminating book reviews, choice bits of poetry, and a most entertaining contributor's club, making the magazine a repository of the choicest literature. Boston: Houghton, Mifflin & Co.

The Magazine of Western History, published at 145 St Clair st., Cleveland, Ohio, is fulfilling well the promise with which it started out in November last. It fills a place not occupied hitherto, and is worthy of a large circulation.

St. Nicholas for March opens with a frontispiece picture of the "Inauguration of President Garfield," to illustrate this month's installment of "Among the Law makers," in which the boy-page tells also of Gen. Grant's second inauguration, and compares these with the inaugurations of Presidents George Washington and Thomas Jefferson. This is of special and timely interest to all patriotic American boys and girls. New York: The Century Co.

The January-February number of *Education* contains eight valuable papers, prominent among them President Bicknell's Annual Address before the National Educational Association. Boston: New England Publishing Co.

—THE—

OHIO EDUCATIONAL MONTHLY

ORGAN OF THE OHIO TEACHERS' ASSOCIATION,

—AND—

THE NATIONAL TEACHER.

SAMUEL FINDLEY, EDITOR.

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Number 4.

CONCERNING DEFINITIONS.

BY B. J. C.

Definitions have to do with things and ideas rather than with words. This is not a paradox but a plain statement of the fact. Words are used to express definitions, but unless the words which are used exactly express the properties of the thing to be defined, they do not make up a definition. Words frequently have two or three sets of meanings; one which comes by descent, from its derivation, as *scholar*, when it means one who has leisure; one, from its use in literature, as when the word, scholar, seems to mean an erudite person; another from its common use applied to youngsters attending school, and besides these a technical or local use. The thing to be defined determines what set of words are to be used in the definition, for, when any one uses the word scholar, intelligently, he can hardly find a case in which all these meanings are applicable.

To define a thing is to lay down its limits, to bound it, to give its length, breadth and thickness, and not only to express its externals but its internals also. Not unfrequently these last, which include properties not directly apparent, are of the greatest importance. Now, of any thing to be defined, it may be asserted that the definer seldom

can make for it the limits which contain it, any more than he can make the three barley corns which "make an inch" make an inch.

The limits, bounds, enclosures, and all the hedges-in and fencings-out which belong to an accurate definition are inherent in the thing or idea to be defined, and the definer is fortunate if his notion of it comprehends all its limitations and he can use words so as to include all its properties, and at the same time exclude every other.

In this sense, a definition is the most unyielding and unalterable form of words imaginable. It is simply an accurate statement of the facts of the case and admits of no compromises. Some definitions lead to unpleasant collocations of facts and are slurred over or hidden by euphemisms; but the facts remain, and sooner or later will receive their appropriate expression. No power, human or divine, can make a *roof* that does not cover something, or at least appear to do so; or a *valley* that does not lie between hills; or a *student* out of a person who does not study.

It does not follow that any man has at any time accurately defined any thing. The definitions which men employ in ordinary language are sufficiently accurate if they enable a speaker so to express his idea of a thing, that the hearer will comprehend him. It is by no means necessary for such a result that the speaker give the full idea or even a correct idea. But when ideas are to be conveyed to many hearers, in different places, and at different times, it is essential that the properties which are assigned to the "thing" in question, should be recognized by common consent as belonging to it, actually or by convention—actually if it be possible.

Much of the profitless discussion in which men indulge comes from ignoring this Procrustean character of a definition. It fits its bed exactly, head to bolster, toes to foot-board. Any notion which requires neither to be stretched out nor lopped off will ultimately win, as sure as the sun shines. Any other will as surely lose. Definite concepts are worth fighting about, even if they involve nothing more than the distinction between *same* and *similar*; and it may be of infinite importance to ascertain exactly what is meant by *substance*. But the battle will be soonest over if the parties concerned will agree to a definition, and, then agree to accept or reject what is included in it—or agree to disagree if the inevitable conclusion is not acceptable to both. At all events, after the noise of the battle is over, it will be possible for each side to see wherein its strength lies. For one, I have no patience with those who, "although vanquished, can argue still," nor with those who do not recognize that a discussion which has been decided, is settled; or with those who will not admit that some things

have been taken out of the arena of debate by the fact that they have already received a definition acceptable to the great majority of thinkers.

If I were to define a scholar, I should desire to include among the properties which properly characterize him, the ability to use words which express his notions clearly and sharply. Of course I think it necessary to the idea of the word, that a scholar should have notions in great abundance, but unless his notions have in his own mind their true dimensions, accurately defined, they are of no use to him nor to any one else.

The upshot of all this is, that the first duty of a student who hopes to become a scholar is to acquire in every study clear and accurate notions of the topics with which he has to do. He may go further and make his study exhaustive, but clearness and accuracy are of the utmost importance. What shall be said of those who use, habitually, words which are meaningless to them, even though they are the accepted formulæ in the class-room? Was Agassiz a scholar? If yes, was his claim to the title due to his knowledge of Latin or of fishes? I have heard some say that he was not a scholar, meaning thereby that his studies in natural history were not such as belong to the definition of scholarship. Can the title be given to any man who is not well versed in Latin or Greek?

Very recently, quite a spirited discussion has been begun among the dignitaries in eastern colleges, as regards elective studies. Harvard proposes to widen her "elective studies" so that a man who has never studied Greek may be graduated from her halls in full honor. It is rumored that Yale has done or is to do quite the contrary, by insisting that the old time classics, humanities and mathematics shall be required of all her pupils; but leaving so loose an option in natural sciences that the coming graduate need know little or nothing of chemistry, of botany, or of physiology. Dr. McCosh, of Princeton, sides with the Yale plan, but is, to my thinking, even more conservative and old foggy. I note also that Dr. Andrew D. White wishes it to be known that Cornell University intends to strike the golden mean by making it possible for a pupil to study any course he chooses, if he will let the faculty arrange his course of study for him, or he will gratify his educational whims still further if necessary.

In which of these ways shall the scholar be trained? Is knowledge of facts scholarship? If so, is one fact of greater value than another, as, for examples, that *amo* means *I love*; that Cupid is the God of Love; that the angles of an equilateral triangle are equal; or that water is a compound containing hydrogen and oxygen?

If I may venture to state my own belief as to what constitutes scholarship, I should say that any man who has a wide knowledge of facts and ideas, and can state them clearly, is a scholar ; and I see no limit to the kind of knowledge he may possess and no requirement that he must know any special set of facts and ideas. In fact, I think that many men who have had the reputation of being scholars by reason of their familiarity with Greek, or with metaphysics, were only specialists in a narrow field, and were not scholars at all.

It seems to me that the modern student can not expect to know every thing, but he can expect to become "scholarly" if his "special" do not exclude, nay, if they embrace allied and collateral sciences, and these in liberal quantities.

READING.

MISS ALTA BLACKMORE, AURORA, IND.

The study of reading, which the ancients deemed of such importance has been so sadly neglected in modern times, that it has almost become a lost art. Why this is true, it is impossible to say, still the fact remains the same, that we have strangely degenerated from the days in which they read "in the law of God distinctly, and gave the sense and caused them to understand the reading." Therefore it is with exceeding pleasure that we witness the arousing of the people upon this subject and the efforts of those concerned to give it its proper part to play in the education of the young.

Not to speak of its value as the means by which our knowledge of every other subject is obtained, as a means of improvement in composition, for its influence in refining the tastes and ennobling the heart, the study of reading is invaluable as a household commodity. In fact it is a mystery to me how a family of children could be satisfactorily reared without its assistance. See what a vista it opens up to the parent. Into it we have not time now to enter, but can only gaze for a moment bewildered by the many paths leading to the abode of virtue and the temple of knowledge, along which the feet of youth may be guided. Perhaps if the habit of reading aloud were indulged in to a greater extent in the family, mothers would oftener be accosted with, "What shall we read to-night?" than, "Say, ma, where's my hat?" If this custom were generally established, it would undoubtedly prove a much stronger cord than the proverbial apron string with

which to tie the boys at home. Music can in no wise be compared with reading as an influence in the family.

We have acknowledged the importance of good reading, and now the thought which presents itself is how to acquire this habit. One of the most important points in teaching reading is the assignment of the lesson. Too many teachers seem possessed with the idea that the class in reading should invariably begin at the first lesson in the book, then take the next, and so on, until the book is completed, regardless of the character of the selection or the taste and ability of the pupils. Indeed, there is no doubt that teachers have been guilty of saying, "Take the next lesson," when they had not the remotest idea of what that lesson was about. The teacher, before he comes to his class, should take his book and, with the class constantly in his mind, carefully select his lesson. And if his selection occurs on the last page of the book, what matter? If after he has begun to work up a lesson, he finds he has made a mistake and the pupils do not understand or appreciate it, it should be instantly dropped. Then when he has educated his class up to his selection, he may return to it with pleasure and profit. I never yet have derived the smallest benefit from dragging pupils through a lesson they did not understand or that was distasteful to them. This affair of assigning the lesson is fraught with greater significance than at first appears, for if a child is habitually set at work above his comprehension he acquires a disorderly, unintelligent manner of reading that is seldom corrected in after life.

The preparation of the lesson. A stated time should be allotted on the program for the preparation of the lesson. The pupil occupies this at his seat; and in the preparation of this as of every other study, let the dictionary be his constant companion. With this friend at his elbow, he goes through the entire lesson hunting out all the words he does not understand or can not pronounce, and finding the meaning and pronunciation of each. The dictionary can scarcely be used with profit lower than the fifth year, and before this time the pupil has been taught the different sounds of the letters and the use of the diacritical marks; in teaching the use of the dictionary, therefore, you have only to give instruction with regard to finding the words. And there is an art about even this that comes by long practice. Give two or three lessons in the first place upon simply finding words and selecting the definition that applies to the work in hand, and then require the pupil to find his own words without your assistance. Never tell a child the meaning or pronunciation of a word unless you feel confident he can not find it in any dictionary to which he has access. It is no charity to give what can by honest toil be gotten. I insist that the mendi-

cancy of the world is created, in a great measure, by its charities. May not the mendicancy of the mind result from the same cause? After the pupil has done this work and mastered the thought to the best of his ability, he is ready for you. In the class these words should all be gone over again under the guidance of the teacher for the sake of articulation. Now comes the heart of the work, the study of the thought. Divide the lesson, in your own mind, into sections. For example, take the lesson in Appleton's Fourth Reader, entitled, "What Alice said to the kitten." Now, this lesson, seemingly resolves itself into certain parts. Mischief has been done. Who did it? What the mischief was. Alice accuses and reprimands the kitten, then condemns it to punishment. Break it up as you choose, only have a plan. Then develop each thought separately and fully before proceeding to the next.

Reading is mental picture-making. As soon as we cease forming pictures in our minds we cease reading. Do not even we, when reading, often cover our eyes with our hand, in order to call up the scene more vividly. These impressions come to the mind of the child like flashes of light. As we grow older we lose the vividness in a great measure. Now if we can satisfy ourselves that the pupil has the picture of the lesson in his mind, we may be sure he has the thought. Therefore we frequently indulge in conversation after this fashion: We read a little story the other day called "The complaint of the wild flowers." "Class, I have a picture in my mind; I wonder if it is any thing like yours. John, what do you see in your picture? I see a large field with a brook flowing across one corner of it. Mary, is there anything else in your picture? Some flowers growing beside the brook. O yes, I see them. They are under a large tree. No, no, the flowers are not under a tree in my picture! Why not! Because it says 'The sun shone on them all day long.' Sure enough! Well, Henry, what do you see? I don't just see where John's brook is; I don't believe mine is in the same place. Where is yours? You may pass to the board and show us. O yes, I see, yours flows along the side of the meadow instead of across the corner. Are there any trees in your picture? Yes, because it says, 'The birds had built their nests in a tree close by,' and I see two big willow trees just across the brook. There is a whole forest of trees on the other side of my brook! What are the flowers saying to each other? etc."

This is a good way to wake up a sleepy class. It is not possible for a recitation conducted in this manner to be a dull one. It will interest the most stupid child. Then when peculiar expressions occur, get the pupil's idea as to the thought of the author. You will be surprised,

many times, at the beauty of their conceit. To illustrate: In Whit-tier's "Barefoot Boy," where he says,

"Laughed the brook for my delight,
Through the day, and through the night;
Whispering at the garden wall,
Talked with me from fall to fall."

Now, my thought with regard to the expression "from fall to fall," was that the brook talked to the boy constantly, all the year round, from one fall until the next, but the fancy of the class was, that the brook talked with the boy from one tiny water-fall to another, which, you see, was a much prettier interpretation than mine. Why, I could just see that brook throwing back sparkle and defiance as it tumbled over the stones.

Good reading requires much thinking on the part of the pupil, and a thoughtful child will often render a passage differently from you. Reading is not arbitrary, hence if his way is as good as yours, or what is frequently the case, better, ask his reason for so doing and allow him to keep it. If he is unable to give the reason, lead him to see it.

Every sentence is like a diamond, which flashes back light from any of its faces, according as one or another of them is presented to the sun. Therefore the pupil should satisfy his mind as to the thought of the author and express that thought to the exclusion of all others. Now the work is just begun. Now comes the serious business of reading.

To insist that a pupil shall read as he talks is absurd, for he may be a most abominable talker. A natural expression is our aim, but we cannot attain it by simply reading as we are in the habit of speaking. The art of reading is the means by which we acquire this naturalness of expression, and when we have become so artful that we are artless, we have reached our goal.

In the recitation, word-coloring should receive attention. We talk a deal about emphasis and think that by merely securing good emphasis we secure good reading. This idea is erroneous. I may read a sentence with faultless emphasis and yet fail to impress you. A little sentence in the second or third reader, I have forgotten which, occurs to me that illustrates my point nicely. "But the captain is a brave man, and the ship is good and strong. I think it will ride through the storm." Read at first employing only emphasis, then again expressing the idea of bravery, goodness and strength, and in the latter part a sense of relief, simply by the manner of utterance, and you will readily understand my position. I have another in my mind which is a

meager sentence in itself, but when properly read becomes rich and warm. "But the birds sing on, for they love the little flower, she is so meek and fair." Make every word mean something. I find that this requires the most work on my part, but it is the beauty of reading.

Cultivate the voice also, to a certain extent. Of course we can not enter into any elaborate course of voice culture, but when your pupils are able to raise or lower the pitch of voice at will, you have gained a strong point. There are rough, harsh voices that must be toned down and made sweet and flexible. The monotony of reading must be broken up by requiring the tone of voice to be varied, according to the sense.

An idea seems to be prevalent that there is a "reading tone" and the pupil exerts himself to sustain it with credit, when if he would only luxuriate in a few little curves and slides, his effort would be less excruciating.

In the accomplishment of this, music is a great help. Teach the scale, at all events, for when you say, "Lower your voice," the pupil does not know how to comply, but if you say, "You have mi, now strike lower do," the required pitch is readily given.

I would not really teach gesture in connection with daily reading, yet there are certain attitudes of the body, movements of the head, and facial expressions that should be encouraged rather than repressed.

After the pupil has read the text to your satisfaction, call upon him to read the same, giving synonymous terms for words which you mention. By this means you are sure he understands what he is reading, and enlarges his vocabulary.

Reading is strikingly analogous to music, and what applies to one applies also to the other. I know concert reading is frowned down by some, but, to my mind, it bears the same relation to reading that concert singing or playing does to music. It gives what we call precision of touch or expression.

The ability to read from unfamiliar books and papers is a valuable but severe test of the pupil's skill. Which one of us but, sometimes, finds it difficult to interpret the thought at sight. The teacher's efforts should be supplemented, in every instance, by home reading. We may be filled to the brim with theory, still it is practice, in this as in everything else, that makes perfect, and the teacher can give the pupil next to no drill in the school-room. Therefore, urge it upon him. Place an object before him, the pleasure given to father and mother, or what not, and you will find no trouble in interesting any boy or girl in practicing reading at home.—*Educational Weekly*.

HISTORY OF A SCHOOL LIBRARY.

BY W. H. C. N.

In the Fall of 1882, the writer took charge of the upper room of the village school of West R———. He found, as many another teacher has found, only the usual school furniture—desks, blackboards, stove, a clock, a few maps and a couple of chairs. He did *not* find, as many another teacher has *not* found, a well selected library, nor shelves well stocked with apparatus for teaching the higher branches. To devise plans for supplying these deficiencies became the writer's pleasant task. Something about those for starting a library is told in the following paragraphs.

At the close of the Fall term of 1882, two exhibitions were given to the citizens by the advanced pupils. There were the usual recitations, essays, tableaux, dialogs, etc., etc. The net receipts for both nights were \$87. With well lined pockets I entered the store of Cobb, Andrews & Co., the Saturday before Christmas, and purchasing ninety volumes, laid the foundation of a permanent school library.

The following Spring the net proceeds of a sugar-party, under school auspices, was \$14.50. This purchased eighteen more volumes.

No effort was made in the early part of the school year of 1883-4 to increase our library fund; but early in February, 1884, a school exhibition in our new town hall netted \$45, and one week later a Long-fellow entertainment, the first of its kind in R———, at 10 cents admission, added \$18 more. About the middle of March, a lecture by a former teacher brought in \$10, and with these \$73, nearly ninety additional volumes were placed upon the shelves. Later in the season some more money was raised by a concert. This, however, was not expended until the present season.

Last Fall it was determined to vary the program. A subscription paper for a lecture course was started. To adults, five lectures were offered for \$1.00, and to the pupils of the school and to those of a neighboring school, the price was 50 cents. Single tickets were 25 and 15 cents. \$64 was collected on this paper. To aid the cause, the lecturers generously consented to come for their expenses, which thus far have been more than met by door receipts.

Early in the Fall, invitations were sent to five village schools to participate in a literary contest. Prizes were offered, and four schools responded to the invitation. On the evening of Dec. 5, the Town Hall was packed, and many people went away for lack of standing room. \$45 was the net proceeds, and with this and the money on hand—

\$114 in all—more than a hundred volumes have been put into the book-case.

Thus in two years, from Dec. 23, 1882, to Dec. 23, 1884, \$290 worth of books have been added to the resources of our school. This result implies work on the part of the teacher and sympathy from school patrons; neither can do much without the other. If the teacher perform the one and enlist the other, success must follow.

Only teachers who have so labored understand the greatness of the work, and they have probably found their only but all-sufficient reward in the pleasant words of commendation so often heard, and in seeing the avidity with which the books are read by both parents and pupils.

The record shows that in the aggregate nearly 1,000 volumes have been drawn. This, of course, has little reference to the books added in the past month. They are nearly always returned in a condition which shows that they have been read. Better yet, daily recitations and class-room conversation give abundant evidence that the mental food which the young minds have digested has nourished and enlarged their souls. Their intellects are sharper, and their character foundations are being so broadened and deepened that, as they grow up, they can not but become better and more useful men and women.

The subjoined catalog is given with the hope that it may help some fellow-teacher to start another library, or add to one already existing.

BOOKS OF REFERENCE.

Chambers's Encyclopedia, 10 vols. ; American Additions, 4 vols.

FICTION.

Scott's Novels, 24 vols. ; Dickens's Novels, 22 vols. ; Miss Alcott's Works—My Girls ; My Boys ; Cupid and Chow Chow ; Shawl Straps ; Eight Cousins ; Little Men ; Little Women, Part I, Part II ; Henry VIII and Katherine Parr ; Frederick the Great ; Adam Bede ; The Mill on the Floss ; A Brave Lady ; A Noble Life ; John Halifax ; Tom Brown at Oxford ; Tom Brown at Rugby ; Alhambra ; Bracebridge Hall ; Wolfert's Roost ; Cast up by the Sea ; A Long Look Ahead ; Hard Cash ; Rienzi ; Last of the Barons ; Kenelm Chillingly ; Deer Slayer ; Pathfinder ; Pioneer ; Last of Mohicans ; Hypatia ; Aurelian ; Jane Eyre ; Uarda, Vol. 1, Vol. 2 ; Ten Times One is Ten ; Nelly Kinnard's Kingdom ; Don Quixote ; Sevenoaks ; Tanglewood Tales.

HISTORY.

History of English People, 4 vols. ; Hist. of Rome ; Hist. of Greece ; Hist. of U. S. ; Hist. of France ; Hist. of Germany ; Hist. of Egypt ; Hist. of Our Own Times, 2 vols. ; Parkman's Histories, 8 vols. ; Spanish Papers, 2 vols. ; Grenada ; Knickerbocker ; Remark-

able Events in World's History; Romance of Revolution; Camp Fires of Napoleon; History of Culture; Age of Elizabeth; Massacre of St. Bartholomew; The American State; Boy's Froissart; Knightly Legends; Hist. of American People; Era of Protestant Revolution; The Crusades; Old Times in the Colonies; Boys of '76; Boys of '61; Fifteen Decisive Battles; Readings from English History.

POETRY.

Whittier; Scott; Longfellow; Bryant; Lowell; Saxe; Cooper; Pope; Shakespeare; Tennyson; Bret Hart; Owen Meredith; Boy's Percy; Dream of Adirondacks.

TRAVELS.

Wallace's Russia; Baker's Turkey; Gould's Germany; Mexico and Lost Provinces; Sandwich Islands; Wild Life under the Equator; Lost in the Jungles; Twenty thousand Leagues under the Sea; Astoria; Bonneville; England Without and Within; Greater Britain; Bits of Travel at Home; Bits of Travel Abroad; Wreck of the Chancellor; Around the World in Eighty Days; Desert of Ice; First Impressions of England; Views Afoot; A Woman's Experience in Europe; My Irish Journey; At the North Pole; Life on the Nile; Through Cities and Prairie Lands; Zigzag Journeys in Classic Lands; Zigzag Journeys in the Orient; Boy Travellers' in China and Japan; Boy Travellers in Siam and Java; Boy Travellers in India and Ceylon; Robinson Crusoe; Hans Bunker, or Silver Skates; Two Years before the Mast; Stories of Discovery; Stories of Adventure.

SCIENTIFIC.

Polar Seas; Wonders of Science; Fragments of Science; Evolution; What is Darwinism; Magnetism; Fairy Land of Science; How to Get Strong; Forms of Water; Volcanoes; Light Science for Leisure Hours.

BIOGRAPHIES.

Lives of Columbus; Goldsmith; Mahomet; Washington; De Soto; Jackson; Fenimore Cooper; Irving; Vasco De Gama; Pizarro; Magellan; Sir Francis Drake; Lincoln; Calhoun; Patrick Henry; Jefferson; Alexander Hamilton; French Leaders; Self-made Men; Celebrated French Sovereigns; Plutarch's Lives; The Four Georges; Classic Mythology; About Old Story Tellers.

MISCELLANEOUS.

Character; Thrift; Getting On in the World; On the Threshold; Crayon; Salmagundi; Sketch-book; Traveller; Manual of English

Literature; Specimens of English Literature; Gold Foil; Timothy Titcombs Letters; Tim and Tip; Left Behind; Diddy Dumps and Dot; Paul Grayson; Mr. Stubb's Brother; Raising the Pearl; The Moral Pirates; Toby Tyler; Autocrat of the Breakfast Table; Boy's King Arthur; Gladstone's Gleanings from Past Years, 7 vols.

THE MEANING OF WORDS.

BY HARRIET E. STEVENS, NEWARK, O.

Three ways of bringing mind in contact with mind are granted to us: by look and gesture; by the inarticulate cry; and by words, written or spoken. Of the meaning conveyed by the first two, we are seldom in doubt. But when we come to consider words as representatives of thoughts, they are often misleading.

In a broad sense, words and their proper, complete meaning, make up education. These symbols and the thoughts that fill them out, occupy our attention from the kindergarten through the university—aye, all through life. How important is it then, that we educators look to it carefully that these signs of mental activity be well filled out and abounding in life. Is there not a common short-coming at this point? Generally, the teaching of the definitions of words is quite well done, I take it; but that there is to some extent a failure to round out and give *soulful meanings* to them, I am convinced. Is it not possible to have some words, at least, so taught that they can not be seen without calling up before the mind, living, full images?

In order that we may be able to make a clear distinction between the definition and the real meaning of a word, as here used, let us consult experience. Suppose sometime when we are reading well-written thoughts, in which every word is suggestive of lively, pleasing images, we come to a new word and are compelled to consult the dictionary for its definition. The faint, lifeless idea called up by this stranger, compared with the expressive faces of the old friendly words that have woven themselves into the warp and woof of our mental being, suggests the wide difference between the mere definition and the actual signification of words. Until we can get our pupils beyond the translation of words into other words, and can lead them to see and feel their meanings in lively mental pictures, we have failed to make them realize and understand the true use of these symbols. Of course it takes a life's experience to make us fill out the concepts of some words,

but, in my judgment, our pupils could be taught a much greater fulness of meaning than they usually are.

That the definitions of the dictionary are sufficient for many words we are called upon to interpret, is no doubt true, but that a vocabulary acquired from this source exclusively or mainly, can express a living, warm soul, we do not believe. There is a soul in words that can never come from the dictionary; nor is it an easy task to get this spirit embodied in certain symbols, always thereafter to be called up by them. Never until this "animus" of words is comprehended, can the youth cull from the list those that will most sincerely and most effectively serve him as his life's vocabulary.

But let us look at this subject from the point of pleasure. Some favored soul catches glimpses of the deeper, more inspiring side of life, and gives them to the world in words. They are read by two persons: the one pronounces them fine and says much in their praise, but they fail to move his nature to its depths because he cannot give the words in which they are clothed a soulful translation. The other reads and fills out the words with their broad meanings, until his spirit is in perfect sympathy with the author, and he is raised to the same lofty height of noble aspiration. Can we doubt which enjoys more? Is this question of happiness such a small one that we can lightly overlook any means that promotes it?

One word vitalized with deep meaning may awaken a chord of sympathy that will vibrate, in kindred souls, for a lifetime. Surely our access to sympathetic souls is not so easy that we should do aught to make it more difficult. When we feel the real union of sentiment and true companionship consequent on the exchange of ideas by means of heavily laden words, then is it that we realize to its fullest extent the paramount value and pleasure of using words full of meaning. Is it not a common experience of earnest souls that they keep some words in reserve, fearing to utter them lest their full signification should not be understood? But when they do find a life beating in unison with their own, to whom they can give fearlessly their rare words, how intense the delight!

I claim that we can do something towards making the stock of living words the common property of a greater number, and the duty is imperative. We teachers are urged by considerations of our pupils' sincerity, their pleasure, and their highest well-being, to make greater effort in this direction. I suggest a few ways in which pupils may be trained to a fuller appreciation of the significance and force of words:

First, Teach fewer words and teach them more fully. The words of our language may be divided into two classes. A somewhat large

class includes the words we seldom meet and more rarely have occasion to use. But little, if any school time should be given to the study of such words. In relation to them, the best thing a teacher can do for his pupils is to cultivate a dictionary conscience and habit. However much time the average pupil in our common schools may give to these words, they are likely to remain outside of his vocabulary.

The other class contains the more common words from which a large part of every one's vocabulary is made. This class constitutes the great field of language culture in the common school. These words should be studied and used until every one speaks with a fullness of meaning. It matters little to the average mind whether his words be of Latin, or German, or Saxon origin. The matter of chief importance is a correct knowledge and use of them.

A second way in which we may give fuller meaning to words, is by freely using the imagination of the pupil in picturing the idea suggested. In this way his incorrect ideas may be exposed, and he must be lead to repeat the operation until the picture is correctly painted. A third aid, and by the way a most powerful one, may be found in each teacher using freely the words that mean most to her, and in encouraging each pupil to adopt and fill out the words that express most of his thought and life. By applying exactly the right words to the conduct of our pupils, a wonderful signification attaches to them.

Fourth, We believe that a gain in sincerity accrues to the pupil by requiring him to use the right word in the proper place. In order to do this he must understand the full meaning of the word he employs. For example, the words *coarse* and *rough* are often carelessly interchanged in their application to character. According to the true meaning of these words, this is a great error, the two words meaning very different things. In a rough person we often find surprising depths of tenderness, but a coarse nature springs from a cold, often a cruel heart. The difference is very wide.

Lastly, By impressing upon our pupils strongly the sacredness of words, we may do much to intensify their meaning. How often are we shocked by hearing words we hold too dear and too sacred for common use applied in the most trivial way! Are we not called upon to check this trifling and profane use of words? May we not at least lay up a few words in the "holy of holies" of the growing soul, to which it will turn for the expression of its noblest, truest thoughts, and which will ever prove inspiring and full of meaning when uttered or heard?

It is our duty to study those matters in which it is our duty to act.

THREE OLD SCHOOL BOOKS.

BY HENRY A. FORD, A. M.

The recent death of the distinguished ex-Speaker of the Federal House of Representatives, and former Vice-President of the United States, the Hon. Schuyler Colfax, lends new interest to a triad of venerable text-books which were used by the boy Schuyler in the schools of New York and Brooklyn more than a half century since, and came into possession of the writer many years after, by the gift of the Statesman. All have the interest of association with the early training of one of America's foremost citizens, and each has an interest of its own, as a good example of the text-books, in classic as well as English study, of two generations ago.

One of them is a copy of the very first book of a geographical character published in America, the Geography by Rev. Jedidiah Morse, D. D., first issued in 1784, soon after the close of the War of the Revolution. This, however, is of the 26th edition, and bears date 1828, by which year the geographies of Cummings (1808), of Woodbridge (1821), and of Mrs. Willard (1822), had appeared, and Dr. Morse had gone to his long home. This edition was consequently prepared by his son, Sidney Edwards Morse, A. M., one of the founders of the *New York Observer*, who had first assisted upon the twenty-second edition in 1820. He did remarkably good work for his time, too, with the very limited aids then at hand. In a preface of some length he submits a series of observations, many of which would be creditable to advanced geographical teaching fifty-six years later. Their chief and characteristic excellence, that of his "New System of Geography," is indicated by the closing remarks: "Instead of a mass of names and things, having no perceptible connection with each other, the pupil finds that he can put them together in a regular series, and often that he can reason from one to the other. Thus natural associations are formed, which aid the memory, and the acquisition of knowledge in this way becomes easy and delightful."

This book is a very plain 18mo of 311 pages, about the size of one of our larger "mental arithmetics," and bound in the old time "boards." It is wholly without pictures, diagrams, or maps, the last-named being relegated to an accompanying atlas, after the old fashion. It was printed by "J. & J. Harper," the modest firm which soon after laid the foundations of the great book-publishing house of Harper & Brothers. One of the fly leaves bears the inscription, in a scrawling school-boy hand, "S. Colfax, New York, September 7th, 1832,";

and on other leaves appear, probably written by the same bright lad, a short list of Scotch cities, a very simple "sum" in addition, with some other figuring, and the penciled remark, "Ned is a toper," fitly followed by the word "desperation."

This battered little relic of nearly sixty years ago returns to momentary life a great deal of dead nomenclature upon the map of the world. Here is not only the "British America" which survived to a comparatively recent period in the geographies, but the "Russian Settlements" as well. Mexico has the alternative name of "New Spain." The only "republics" allowed to South America are Columbia and Bolivia. Besides Germany and Prussia, the book deals separately with Saxony, Hanover, Bavaria, Wirtemberg, and Baden. Between Italy and Turkey in Europe is sandwiched the "Ionian Republic." There is no mention of Afghanistan, whose place is taken by "Cabul or Cabulistan"—the land of Cabul. Siberia is but a district of "Russia in Asia," and Turkistan is altogether absorbed in "Independent Tartary," whose other countries are "Great Bucharia in the South-east," and "Karasm [Khorassan] in the Southwest." Great part of Africa was still *terra incognita*. "We know very little about Central Africa," says the compiler. "South of the Mountains of the Moon every part of it is wholly unknown, and north of these mountains there are extensive districts which have never been visited by Europeans."

But the most notable differences between the old and the new, naturally, are in descriptions of the United States. No "Western States" are included except Tennessee, Kentucky, Ohio, Indiana, Illinois, and Missouri; and there are no territories save Michigan, Arkansas, Missouri, and the "Northwest." Within the third of these was embraced nearly all the vast tract lying between the Mississippi and the Pacific, "the Spanish Possessions on the South, and "the British Possessions on the North." In this mighty wilderness was just one civilized village, "a white settlement called Astoria, near the mouth of Columbia River." The "country on the Arkansas river" was still "the paradise of hunters." The Northwest Territory, sadly shrunken from the great organization of that name erected by the famous Ordinance of 1787, comprised only the present State of Wisconsin and the Upper Peninsula of Michigan, with the "Ouisconsin" as its chief river, and not a single settlement of white men named within its borders.

The great State of Ohio receives attention in two and one-third of these small pages. Much of the description is given to physical geography. The State had but seventy-two counties, and Indians still occupied the north-west part. Of religion, the only remarks are: "The Presbyterians are most numerous, and next to them are the

Methodists." Of commerce is said but this: "The principal exports are flour, pork, and tobacco. These are carried down the Ohio and Mississippi to New Orleans, and foreign goods received from the same place by the steamboats, and from Philadelphia and Baltimore across the Alleghany Mountains." The beginnings of the Ohio and Erie and Miami canals are noted, and one or two others are suggested. Three lines are given to education: "The Ohio University, at Athens, and the Cincinnati College, are the most respectable literary institutions. They are in their infancy, but their prospects are promising." A remark appended to the few statistics of population gives the pleasing information that "there are no slaves in Ohio." The only "chief towns" mentioned are, in order, Cincinnati, (which had 16,230 population in 1826), Chillicothe, Columbus, Marietta, Zanesville, Steubenville, Portsmouth, Athens, and Cleaveland," as the correct orthography should remain to this day. Very little is said of these places except to define their geographical situation.

The other books can be dismissed with briefer notice. Both are Latin books, and both pretty tough nuts for a boy of eleven or twelve to crack, even if a "smart" one. The larger, "The Newhampshire Latin Grammar," a copy of which I have never seen elsewhere. Its title page is gone, and I cannot give its author, or place or date of issue. It is a little affair, bound in russet leather, of 204 pages, 76 (or more than one-third) of which form an appendix of tables, etc., in fourteen sections, largely taken from Adam's older book of "Rudiments of Latin and English Grammar." The introduction begins in the true old way, with the definitions, "Grammar is the art of speaking and writing correctly; "Latin Grammar is the art of speaking and writing the Latin language correctly;" "Grammar consists of four parts," etc., etc. The treatment of the subject throughout is strikingly different from that in the elementary text-books of Latin which serve our children so pleasantly nowadays, and must have been difficult work for a mere child.

The remaining book is still more surprising, as a matter for juvenile study. It is another 18mo, of 120 pages, published at New York in 1824; and its title is worth giving *in extenso*: "Elements of Latin Prosody and Metre, compiled from the best authorities; together with a synopsis of Poetic Licenses occurring in the Versification of Virgil, a Metrical Index to the Lyric Compositions of Horace, and the Scanning of the Mixed Trimeter and Dimeter Iambics of the Latter Poet. By Charles Anthon, Adjunct Professor of Languages in Columbia College, New York." It must have been one of the earliest works of this voluminous compiler and editor, whose memory is blessed by several

generations of lazy students. Not much laziness, however, could go to faithful study of this book, which looks like a particularly hard one, with notes partly in Greek. There is some satisfaction, however, in the internal evidence, as of marking and wear, that the boy Colfax was not bothered with more than about fifty pages of its perplexities. He was further annoyed by the writing, in large, careless script, probably by some school-fellow, of his name as "Scuyler Colfax," which evidently prompted the more exact scholar to write his name correctly and repeatedly on the same page, in one case with the date, "May 15th, 1834, Brooklyn, Long Island," indicating that the family had changed its residence since the former autograph in the Geography.

Detroit, Michigan.

A LETTER FROM ILLINOIS.

ELMHURST, ILL., Feb. 17, 1885.

Editor Educational Monthly :

As several articles have recently appeared in the columns of the MONTHLY from the West, the writer believes that some items from a field of labor less remote would not be entirely ignored by your many readers. Indeed, "The West" is such a vast field that many letters could be written and only a small portion be represented.

We are but sixteen miles from the western metropolis, due west, on the Chicago and North Western railway, in a section of country both level and windy. Snow storms and snow-drifts are not uncommon, while the thermometer the last eight days (excepting fifteen minutes for recess) has ranged from 10° to 35° below zero.

The schools of Illinois, so far as we are able to learn, have improved very much within the last few years. The laws have been revised, a better class of teachers is now in the field, while county superintendents and many teachers seem ambitious, and some "desperately in earnest." A small percentage of the teachers are trained at the State Normal schools, of which there are two, while, as in Ohio, many leave the district school as pupils to enter the same as teachers. What a step!

The Illinois State Teachers' Association has (or soon will have) a Reading Circle, planned after the Ohio Reading Circle. The following paragraph is from the January number of the *Illinois School Journal*:

"Indiana and Ohio are at work, the former State having an Association numbering some thousands. Respecting the work in Ohio we have no definite information."

What! Is not Ohio the mother of Teachers' Reading Circles? Can it be that an Illinois editor is ignorant of the plan and work of the first and most renowned Teachers' Reading Circle in the civilized world? Mr. Editor, send him a circular.

It was our good fortune to attend a county teachers' association a week ago, and we must say, a more interesting and profitable association we have never attended. Presidents and professors of colleges, county and city superintendents, principals of village schools and country teachers, all joined in discussing topics, asking questions, and interchanging views. There is no question but that the influence of that association has been felt in more than one school-room the past week.

Much of the enthusiasm and interest in this (Du Page) county is due to the efficient and energetic county superintendent, J. K. Rassweiler. Though limited in his visits by a County Board, he yet possesses an influence over the teachers of the county which certainly can not be detrimental to the interests of education.

It is to be regretted, however, that the law is such that a county superintendent is, in a great measure, controlled by a county board, who, in many cases know practically nothing of the interests of the schools, and who think that they have served their country best, when they have restricted their qualified officer to serving it the least. A false economy keeps the salary of some superintendents below \$300 per annum.

Our work, so far, has been very pleasant. It is a small portion of our duty to teach English to a class of young men who are fresh from Germany—who, at the opening of the school year knew scarcely a word of our language. We have not neglected to teach them to say, "I thank you," in the hope that in the end, our patient toil may not go unrewarded. On one occasion when we were talking to them very slowly in order to educate the ear, using only words with which they were familiar, we chanced to drift into the subject of poetry. After referring to the leading poets of different nations, we spoke of Shakespeare as perhaps the greatest poet of all. The class of seventeen young men rose as by one impulse and shouted, "Goethe der Grosze! Goethe der Grosze!" (Goethe the Great!) We could but respect their feelings of pride for their own great master, though we afterwards endeavored to prove to them from their own critics, Schlegel, Gervinus, and others that our statement was true, and that Goethe's place in literature will never be what Shakespeare's is and has been.

As elsewhere, we find Ohio men in this part of the country. A

short distance from us is Normalville, where Col. Parker, once an Ohio superintendent, now holds forth. Nearer still, at Oak Park, is E. O. Vaile, the brilliant editor of *Intelligence* and other periodicals. In Chicago is Alex. Forbes, formerly principal of the Cleveland Normal School. Here in our own Institution, whom should we find but a Stark County boy, Prof. Geo. F. Resche, in charge of the department of music?

Very truly,

C. J. ALBERT.

THE IMPORTANCE OF A TASTE FOR GOOD READING.

BY SUPERINTENDENT JOHN B. PEASLEE.

One of the greatest powers for evil is the low and degrading writings our boys and girls are reading. Parents and teachers, I fear, are not fully aroused to the terrible influence this reading is exerting upon the lives and characters of the young. How frequently do we read in the daily papers of boys running away from home with cards, revolvers, and dime novels in their pockets. Yet, compared to the vast numbers of our youth who are demoralized by pernicious reading, the cases that are reported in public print are the exception. The baneful influence of this reading is seen in the slang language in which our youth indulge; in their disrespect for paternal authority; in their treatment of the aged; in the wrong ideas of life which they entertain, and in the general spirit of insubordination.

Let us look at the circumstances in which our youth are placed in regard to literature. At the homes of a large part of them there is scarcely a book except the text-books of the children themselves. At the homes of the majority of those remaining may be found a few books upon the parlor table, which are usually considered by the parents as too nice for the children to read. It is safe to say that very few indeed of our youth have access to a good home library. That child who is trained at home to a love of reading good books, is the exception. Is it any wonder, then, that our youth yield to the temptation to read the worst kind of story papers and novels which are everywhere thrown around them? The children are not to blame. There is nothing in their home surroundings to counteract these evil tendencies.

Neither the home nor the school has done its full duty in regard to what our youth are reading. Parents and teachers have neglected the obligations devolving upon them of developing in the minds of the young the love of reading good books, which, when once developed, will remain with them through life, and will greatly influence their future lives and characters. Apart from the mere rudiments of an education, what our children are reading is far more important than what studies they are pursuing in school. In my opinion, a boy who leaves at the end of a common-school course with a love of reading good books, is better prepared for a life of influence than one who passes through a high-school course without that love; and he who has an ordinary high-school education, combined with a taste for good reading, is better equipped for the duties of life than the graduate of the best college or university in this country, without such taste. The self-made men who have figured high in State and National councils have, with few exceptions, been men of extensive and judicious reading. In general, those who exert the greatest influence on the communities in which they live, are the readers of good literature.

"From the hour of the invention of printing," says the great essayist Whipple, "books and not kings were to rule in the world. Weapons forged in the mind, keen-edged, and brighter than a sunbeam, were to supplant the sword and the battle-ax. Books! light-houses built on the sea of time! Books! by whose sorcery the whole pagantry of the world's history moves in solemn procession before our eyes. From their pages great souls look down in all their grandeur, undimmed by the faults and follies of earthly existence consecrated by time." It is therefore one of the first and most sacred duties of parents to surround their children at home with good reading matter. The number of books may be small, but they should be judiciously selected. Standard works of biography, history, and travel, should hold a prominent place in the home collection, and parents should endeavor to interest their children in reading these and other valuable works in American and English literature.

But little can be expected from the large majority of American homes. The important work of instilling into the minds of our youth a love of reading good books, devolves almost entirely upon the teacher. I appeal, therefore, to the teachers of our country, to do all in their power to interest their pupils in the writings of worthy authors, to implant in their minds as far as possible, correct literary tastes, to inspire them with a pride that would make them disdain to read the low and groveling writings of the day. How can this be done, is a question worthy the consideration of all educators.

IN MEMORIAM.

BY C. L. LOOS, JR.

Possibly there never was news which created more profound and universal sorrow among Ohio's teachers than the statement, "*James B. Irvin is dead.*" It is not probable that my feeble pen will adequately express the fulness of this sorrow; but a conviction of duty impels me to be faithful to the memory of my departed friend, and to the expressed wish of many who still live. He was born in Kingston, Ross Co., Ohio, April 8th, 1827. At the age of sixteen, he began to teach in Morrow, Warren Co., and after teaching in that county for thirteen years, he came to Dayton, where he was principal of the First District School for six years. In 1863 he was employed as agent for the publishing house of Winthrop B. Smith & Co., now known as Van Antwerp, Bragg & Co., and continued with them till his death. I will not speak of his work among the schools. We all have seen him, and talked with him, and thousands of us could testify to his kindly sympathizing words and deeds. Last Christmas was one of the happiest days of his life. He spent it at home with his wife and children, a family which he delighted in and loved with all that wonderful depth of affection of which his great heart was capable; a family which returned his love in full measure. I know nothing more beautiful in this world than a home circle bound firmly together by the cords of love. Such a one was his, and he knew no greater joy than to return from his difficult task in the outside world to his home, and there with "weans and wife" around the comfortable fireside hearth to taste of "the true pathos and sublime of life." We all know how he loved that home. No matter where he was, nor how busy he was, the dear ones at home were always uppermost in his thoughts. We all remember how he constantly manifested this by some new act or gift, or plan to increase the comfort and beauty of home. There in that home he was entering into all the joy and peace and gladness and good will of the happy Christmas time, while not one heart realized that sorrow and death were at the threshold about to invade the sacred precincts of their happy circle.

Christmas night he took a severe cold in his head, and this aggravating, or perhaps aggravated by, the catarrh with which he had been troubled for years, developed into what the doctors called an affection of the mastoid process. The inflammation increased steadily, resisting stubbornly the best efforts of the best physicians. For nearly seven weeks he struggled bravely and suffered terribly, anxiously watched and tenderly nursed by his wife and children. A large part of the time he

was unconscious, and then he thought he was traveling on the cars, and he would beg to be taken home. This was one of the saddest features of his suffering, for he could not realize the constant care of loving hearts. Finally he could take no nourishment, and then the end came swiftly on; he rapidly grew weaker till the struggle was over, the strong man had succumbed, and death had conquered. The morning papers told us that what we had been dreading had happened, and the telegraph carried the sorrowful tidings to friends all over the State. Then many gathered from among those teachers who had been his most cherished associates, and from the firm which he had so long and faithfully served, to pay the last offering to his memory. Goodspeed, Parker and Dowd represented the teachers among those who bore him to the grave, while many others followed with hearts bowed down in sorrow. There may be many who have climbed higher on the hill of fame, and left behind more illustrious names, but no man ever was or will be more sincerely mourned. All that is mortal of James Irvin now lies in that grave covered with its mantel of snow, but on the walls of memory hangs a picture which death cannot efface.

We will miss his kind and genial face, when we gather at our annual meetings. We will look in vain for his familiar figure, always the center of a contented, happy group. We will miss his wise words of counsel and sympathy. We will long for "the touch of a vanished hand," for the sound of a voice that is still. Who can forget his wonderful power over men?—the power of a strong will guided by experience and warm-hearted sympathy. How successful in all his undertakings! How easy it was for him to smooth a difficult path, or ward away impending disaster. And best of all, how "he had a tear for pity and a hand open as day to melting charity."

"We shall not look upon his like again," but deep in the inmost chambers of our hearts will be cherished the memory of our beloved friend.

THE STUDY OF STATE HISTORY.

BY PROF. R. PARSONS, DELAWARE, OHIO.

Surely we teachers of Ohio should not fail in love of our country's history. Our own State may not indeed contain any great battlefield of Revolutionary eminence; she may not, like Massachusetts, boast a bloody Concord; she may not, like Virginia, point out a glorious Yorktown, nor an ever-memorable Eutaw Springs, like Carolina, yet by no means is she barren of interest and value as an historical study.

She is rich in her possession of Revolutionary ties, rich in her population, more largely composed of the descendants of Revolutionary heroes than that of any sister State in the Union. Every quarter of Ohio abounds in localities which have witnessed some scene in our country's drama.

In the east the blue Muskingum forever babbles that tale of Revolutionary days, recounting how cruel Williamson murdered in cold blood the Christian Indians of Gnadenhutten.

In the north stands the hillock where, in 1782, brave Col. Crawford suffered untold torture all one June day. Near Carey may still be seen the altar of that patriot's living sacrifice, the very spot where he was tied to a stake, and after receiving more than three score charges of powder blown into his naked body, after having his ears cut off, his scalp removed, hot ashes poured into his wounds and over his bloody head, and after suffering other nameless indignities, he breathed his last just at the going down of the sun. At the south we have the places associated with the Mingo chief Logan, the author of that speech beginning, "I appeal to any white man to say if ever he entered Logan's cabin hungry, and Logan gave him not meat; if ever he came cold and naked, and Logan clothed him not."

Near our western border occurred one of the most sanguinary engagements ever fought between white men and Indians, bringing to St. Clair a defeat more bloody and destructive than Braddock's fatal overthrow.

Our waters re-echo the fame of young Perry, whose heroic valor shines eminent in a mismanaged and unfortunate war.

It was largely for the possession of this and the other States of the Northwest Territory that the great war of 1755-63 was waged; it was the securing of this rich country that Washington so ardently desired, and for the possession of which three of the original colonies long contended.

Neither have we on our part forgotten the heroic men and days of the past, but have enshrined them by name in many a spot. Revolutionary memories were fresh and strong at the formative period of our State history, and it was natural that such leave their impress upon our local nomenclature.

In later times, too, the organization of new counties or cities gave further opportunity for the celebration of patriotic exploits. From our counties alone the roll of the earlier presidents might be called; as Washington, Adams, Jefferson, Madison, Monroe, and Jackson. Other counties recall through their names victors of earlier days; as, Putnam, Mercer, Warren, Shelby, Clarke, Wayne, and many others.

The framers of our National Constitution are remembered in Franklin, Madison, and Hamilton, while Paulding, VanWert, and Williams, preserve the names of the brave militiamen who could not be bribed by the British spy, Andre. From the Ohio river Lawrence repeats, "Don't give up the ship," to Perry which answers, "We have met the enemy and they are ours."

Descending to our cities and towns, we find almost every historic character from Columbus to Cleveland. This is not the place to speak of Ohio's magnificent contribution to the service of the common country of presidents, chief-justices, generals, admirals, statesmen and inventors, as the aim is rather to remind ourselves of the value of our own State history than to exult in a justifiable State pride.

Our people are an interesting study, embracing in the north descendants of the sturdy Puritan and the calm Hollander, and in the south representatives of the proud Marylander and the easy-going Virginian.

Perhaps we fail to realize the amount of historical information in our surroundings. Perhaps we fail in the ready interest we might give to the historical teachings contained in village green, recalling the ancient community of property, and in town council, so suggestive of primitive government. Perhaps also, we neglect to observe the suggestiveness of such words as *village*, *town*, *hamlet*, and so fail to appreciate the truth that history is an organism whose growth may better be studied from living terms and home surroundings than by the cold and unsympathetic conning of so-called historic *data*.

How directly, for instance, is the constitution of Ohio connected with the famous ordinance of 1787? What, again, is that Jeffersonian product of old Confederation days but a restatement of the principles of *Magna Charta* nearly six centuries earlier.

Thus the entire historic fabric is bound together by a network of ties more numerous and beautiful than anastomosing veins. Every result is also a cause; every product is itself in turn a factor. Who *we were*, what *we were*, are no more important interrogatories than who *are we*, what *are we*. Is the present contained in the past? True, but the past is also contained in the present. Let us not then study the seed alone, but the fruitage as well, knowing that therein is contained the life of the seed and the fruit that *shall be*.

Let us study not a past divorced from the present, but let us rather aim through the portal of State enthusiasm to enter the temple of national greatness, and reverently standing in her corridors, contemplate the perfect unity and unbroken harmony of her lofty fabric.

It requires more love to chastise than to caress.

THE COLLEGE OF PROFESSIONAL TEACHERS.

BY W. H. VENABLE.

Mr. William Tappan's article entitled, "The Olden Time Again," in the February number of the MONTHLY, leads me to contribute some additional particulars as to the history and influence of the "Western Literary Institute and College of Professional teachers."

In 1831, an effort was made in Cincinnati, to convene the editors of the Mississippi Valley. This failed, but, in the same year, in June, a general meeting of western teachers was held, having been summoned by a call issued by the "Western Academic Institute," an association of Cincinnati teachers founded in 1829.

The proceedings of the convention of June, 1831, were printed in the first number of the "Academic Pioneer and Guardian of Education," a monthly of 40 pages, conducted by the "Editorial Committee" of the "Academic Institute."

The second meeting of the "College" was held in October, 1832. The object of the meeting, as advertised in the papers of the West, was "to promote the interests of education, and to secure the co-operation of parents, and the friends of science, in aid of scholastic institutions, whether they are of a public or a private character." The Cincinnati *Mirror* describes the association as a "congress of talent, the several displays of which were a treat of the highest *gust*; some of the highest literary efforts in one of the holiest of causes." The proceedings of this meeting were published in the second (and last) issue of the "Academic Pioneer," a periodical which the "Mirror" mentions as "one of the least known and most worthy of support."

The third annual session was held in September, 1833, at the Second Presbyterian Church, Cincinnati. The "Mirror" reports that "a respectable number were present, considering how new the institution is, and how slightly its objects are understood."

[Emulating their brethren of the "Yankee State," the teachers of Kentucky organized a convention at Lexington, in November, 1833. A large delegation from Cincinnati attended. Among the speakers were Doctor Daniel Drake and President Lyman Beecher. Judge James Hall, in his *Western Monthly Magazine* for December, 1833, commends the good work of the convention. Alluding to Beecher, he says: "The doctor bursts out occasionally like a volcano, with a brilliancy that astonishes while it enlightens."]

The proceedings of the "College of Teachers," for 1833, were printed in a pamphlet entitled, "Annual Register of the Proceedings

of the Western Literary Institute, etc." The leading article is an "Address to the Friends of Education in the West."

The proceedings of the "College" in the years 1834-1840, inclusive, are contained in six volumes of "Transactions," a set of books now rare and costly. The writer has the good fortune to possess a copy that belonged to Dr. Drake, containing that pioneer's bold autograph.

It is interesting to know that the transactions for the year 1837 were first made public as part and parcel of the "Western Academician, and Journal of Science and Education," a rather heavy and pedantic periodical, which, happily, lived only a year. The "Academician" was edited by John W. Picket, and the chief contributors were Albert Picket, Sr., and Alexander Kinmont, the former furnishing labored articles on Philology, and the latter supplying Philosophical disquisitions and new translations from Plato. The most valuable part of the work was the monthly meteorological reports by Joseph Ray.

The "College" continued to hold annual sessions for several years after it ceased to publish its transactions. The meetings of 1843 and 1844 were held in Louisville. These were not very successful, but in 1845 a very large and enthusiastic meeting was held in Cincinnati.

Through the influence of the College of Teachers, the office of State Superintendent of Schools, in Ohio, was created, and one of the leading members, Samuel Lewis, was the first to hold the office.

In 1841 the "College" organized the "Cincinnati Society for the Promotion of Useful Knowledge," of which the astronomer, O. M. Mitchell, was the head and front. This "Great Western Academy of the Sciences and Literature" was planned on a most ambitious scale, and was to embrace fourteen sections, devoted respectively to Teaching, Exact Science, Natural Science, Practical Arts, Fine Arts, Medicine, Law, Politics, Philosophy, History, Language, Commerce, Literature, and Statistics. The membership of this comprehensive university included most of those comprising the teachers' *College*, with many additional notables, among whom I may name the poet W. D. Gallagher, who was chairman of the Section on Literature, and also the artists, T. B. Read and J. H. Beard.

A few scientific lectures were given under the auspices of the "Society," but the organization had too many aims to hit anything in particular. Some of the sections survived, as independent bodies, as, for example, the Astronomical Society. The energy of the old College of Teachers was transmitted to various institutions, as the Mechanic's Institute, the various Libraries, the schools of Medicine and Law, the Historical Society and the Academy of Fine Arts.

The "College of Teachers" was a great popular organization, and did its work by directly influencing public opinion. The people crowded to its annual conventions, and heard its discussions with a sort of religious enthusiasm. E. D. Mansfield, in his *Personal Memories*, doubts "Whether in one association, and in an equal space of time, there was ever concentrated in this country, a larger measure of talent, of information and of zeal."

In 1838, Mr. Gallagher wrote in the "*Hesperian*," "Perhaps the most important literary institution in the West, and certainly one of the most interesting in the world, is the College of Professional Teachers. I have been present at the annual conventions of this institution from its foundation, to that of 1836, and I have seen exhibitions of much learning, beheld evidence of great ability, and exalted patriotism and philanthropy, and heard bursts of most overwhelming eloquence."

The far-reaching influence of this pioneer organization may be inferred from the fact that delegates came to its meetings from the States of Pennsylvania, Ohio, Kentucky, Tennessee, Virginia, Indiana, Illinois, Missouri, Michigan, Mississippi, Louisiana, Georgia, North Carolina, South Carolina, and Florida, and the Territories of Iowa and Wisconsin.

HONEST AND THOROUGH WORK.

BY M. C. HEMINGER.

It is always the aim of the true teacher to do good honest work in the school-room; not such as will simply tickle the pupil for the time being, but such as will be of permanent use to him in fitting him for the various duties of life, and in making him self-reliant, and confident that what he knows, be it much or little, is actual knowledge.

It is too often true that whatever tickles the child pleases the parent; and I have thought that some teachers take advantage of this fact and simply aim to gain favor, and hurry the children through the textbooks too rapidly for them to comprehend even the half they have gone over. This corresponds with the pupils' ideas of advancement, and the parents, not taking the trouble to test them in their studies, naturally suppose they are making rapid progress; but the wise course is to "make haste slowly."

It is possible so to interest all pupils of a school that they will show an uneasiness whenever you attempt to pass anything which is not clear to their minds. When this interest is once established, you need

fear no disorder in the school-room, for the pupils will find more real amusement in searching their books than in trading marbles and such like.

"But," says one, "how is such an interest to be obtained?" I will admit that in some schools this is a difficult undertaking, but by careful watching and good judgment it may be secured in almost any school. Do not assign too long a lesson; and when one pupil, having the good fortune to be apt in learning, gets through studying the lesson before the others do, give him other work to do.

If an indifferent pupil seeks the help of the teacher to solve a problem, it will please him greatly for the teacher to take the slate and pencil and solve the problem, allowing the pupil to observe the proceedings of a noisy school, and when the teacher holds the slate before him and asks him if he understands, he will invariably nod assent and go to his seat fully satisfied, and ready for the next problem; and nine chances out of ten, he will get the teacher to solve that one also, while he looks over the room. Now who is to blame for the pupil's helplessness? Not the pupil so much as the teacher. The teacher should have kept the pupil intent upon his problem, helping him only as he needed help. The teacher does wrong in doing for the pupil what he can do for himself.

In all such cases a very few questions, rightly framed, will be sufficient to guide the mind of the pupil, and in many cases *one* question will so enable him to concentrate his thoughts that he will understand the difficult point, and needing no more aid, he will go to his seat and solve the problem, fully understanding it, and in a fair way to solve the next one without any assistance whatever.

This method not only economizes time, but makes the pupil more self-reliant and self-helpful.

Zoar Station, O..

NOTES AND QUERIES.

"AN ARITHMETICAL CURIOSITY."

I have read the note with the above heading in the January number of the MONTHLY, copied from the Louisiana Journal of Education, with interest; and I would suggest the following changes: (Please compare carefully.)

"Not the least of the curiosities of arithmetic is the fact that the squares of numbers" in *arithmetical progression* "form a regular series with a

sort of *quasi* arithmetical ratio. The number to be added to one square to form the square of the next higher is not, as in arithmetical progression, a common difference, i. e., a constant, but varies according to a fixed law. These addends form a true arithmetical series" with *twice the square of the common difference* of the first series for its common difference, as is shown below. I take for illustration the arithmetical series with one for common difference.

Terms.	Squares.	Difference.
1	1	—
2	4	3
3	9	5
4	16	7
5	25	9
6	36	11
7	49	13
8	64	15
9	81	17
10	100	19
11	121	21

The last column is an arithmetical series with 2 times the square of 1 for its common difference. If we take the numbers 1, 3, 5, 7, etc., the common difference being 2, then the common difference of the third column will be found to be 8, two times the square of 2. The following general solution will interest many teachers :

Series.	Squares.	1st Difference.	2nd Difference.
a	a^2		
$a+d$	$a^2+2ad+d^2$	$2ad+d^2$	$2d^2$
$a+2d$	$a^2+4ad+4d^2$	$2ad+3d^2$	$2d^2$
$a+3d$	$a^2+6ad+9d^2$	$2ad+5d^2$	$2d^2$
$a+4d$	$a^2+8ad+16d^2$	$2ad+7d^2$	$2d^2$
etc.	etc.	etc.	

It will be seen from the above that if the common difference of the first series (1st column) be 10, the common difference of the numbers in the third column will be 200. M. C. STEVENS.

Purdue University.

WHEN DOES THE 20TH CENTURY BEGIN?

The 20th century will begin with the year 1901, since in our calendar we have no year zero; just as we have no zero day or month. The century, the year, the month, the day, are all expressed by *ordinal* numerals. "March 4" signifies the second month and fourth day as *current*; not completed. But the numerals expressing the hour, the minute, the second, are *cardinal*. "Four o'clock and thirty minutes" indicates that four full hours and thirty full minutes have elapsed. Hence your correspondent, who says, p. 130, that the first hour of the next century will be from 1 A. M. to 2 A. M., seems to me to be wrong. The first hour is from 0 to 1, and not from 1 to 2. Though there is no 0 day, there is a 0 hour. I. W. A.

GOOD BOOKS FOR PUPILS.

Teachers who desire to make their pupils acquainted with a few

good books, can do so at very little cost through "Lovell's Library." A postal-card request sent to John W. Lovell, 14 and 16 Vesey St., N. Y., will secure a catalogue. The works of Irving, Cooper, Dickens, George Eliot, and many others, may be had for 10 to 20 cts. per volume. We have resorted to "Lovell's" this year, with excellent results, in our high school. The books are so cheap that it is not difficult to induce pupils to buy them. We are using Irving's "Sketch Book" (15 ct. edition) as a reading book in the B Grammar class. It will pay teachers to send for the catalogue. H.

HONESTY IN EXAMINATIONS.

How to secure perfectly honest work in school examinations is certainly a living question with teachers. In every school there are those who will *cheat* to a greater or less extent. Now how can these few, who may not be known, be prevented from so doing?

In a few schools, and some high schools at that, the pupils are required to gather up all books, tablets, papers, etc., and remove them to another room, out of sight and reach. The great majority, being honest, feel this humiliation keenly, and resent it. Is it not likely to foster dishonesty instead of preventing it? Is it right? We would like to hear from others. A TEACHER.

THE WRITTEN METHOD IN SPELLING.

Since reading Supt. L. R. Klemm's paper in the November number, I have adopted a new method in spelling. I have forty scholars enrolled, twenty-three of whom are in spelling, none of them being over thirteen years old. This report is late, but I feared to present it for publication where so many critical teachers could see it, but since reading "A. S. L.'s" report I have taken courage. We do our spelling now altogether by writing, having general slate exercises twice a day. I criticise the work and give the pupils practice in the sounds of the letters. I am altogether satisfied with the results. I have been using "A. S. L.'s" method for "tables" for some time. C. E. D.

"P. K."

It appears that "P. K." does not understand Query 6, p. 83. If he will turn to page 218 of "Ray's New Practical Arithmetic," he will find a similar problem. The bonds pay 4 per cent. in gold, of course. "Realize" means to receive as income from the investment. C. E. D.

I fully endorse what "P. K." says on pages 130 and 131 about Queries 5, 6, and 7, p. 83. Thanks to Jonas Cook for the very simple rule for solving such problems as that contained in Q. 5, p. 83.

Glen-Sherrald, Kan.

JACOB ZERBE.

LETTER FROM AN OCTOGENARIAN.

Rochester, Ohio, March 4th, 1885.

Editor Monthly:—I owe you an apology for not acknowledging my error in that "famous" problem, and thanking you for the clear and timely proof before; but the truth is, I felt a little chagrined to find I had been chasing an "Ignis Fatuus" with others, and teachers too, while you could lie back in your chair and shake your sides over our floundering. About a week after I wrote my last to you, I received a note from Mr. Metcalf, giving the *proof* so plainly that there was no uncertainty about it. I then saw that the *supposed* cost was not a factor; that the $12\frac{1}{2}$ per cent. was the product of 5 per cent. and x —simply $1\frac{3}{8}\% = 250$, and nothing more; and I could plainly see how you appeared when, after Mills' solution, you wrote, "We still think 250 the correct answer." Yes, *think* would seem to imply a possible doubt, but *now* I see you had no doubt—you knew, and chose to let them flounder; and it was right, for teachers have no business floundering in dealing with such simple queries.

I have known people to flounder before. Many years ago, this query was propounded to a teacher: "What will 15 dozen eggs come to at a shilling per dozen, *when poultry is worth 15 cts. per lb?*" and the poor fellow worked over it for hours, trying to see what effect 15 cts. per lb. had on the value of a given quantity of eggs, at a given price; and yet his floundering was but little more silly than ours.

Respectfully,

D. S. POND.

ANSWERS TO QUERIES.

Q. 1, p. 133.—Of course "the floor" spoken of is the floor of the rising elevator. Otherwise, the elevator does not affect the question. If it is meant that the ball leaves the floor of the elevator with a velocity of 32 feet a second, the ball rises 16 feet above the position of the elevator, at the time of the throw, and is *one second* in rising. Consequently, when the ball begins to fall it is 14 feet above the elevator; for the elevator has risen 2 feet. In what time will they meet? The ball must fall 14 feet minus the distance the elevator rises while the ball is falling. Applying the formula, $s = \frac{1}{2}gt^2$, we have $14 - 2t = \frac{32t^2}{2}$; from which we find $t = \frac{7}{8}$ sec. Therefore the ball returns

to the elevator at the end of $1\frac{7}{8}$ seconds.

If, however, the ball is "thrown" with a velocity of 32 feet, *in addition to the velocity given by the moving elevator*, the ball has at the start a velocity of 34 feet. Applying the formula, $v = gt$, we have $34 = 32t$, $\therefore t = 1\frac{1}{8}$ sec., the time through which the ball rises. To find

the space, using the formula $s = \frac{1}{2}gt^2$, we get $s = 18\frac{1}{8}$ ft., the height to which the ball rises above the elevator at the time of the throw. To find the time of descent, applying the formula, we have $18\frac{1}{8} - 2(1\frac{1}{8}) - 2t = \frac{32t^2}{2}$; from which we find $t = \frac{1}{8}$ sec.

Therefore the ball returns to the floor in 2 seconds ($1\frac{1}{8} + \frac{1}{8} = 2$).
WILL TAPPAN.

The ball, at the end of the first second, will be 14 feet above the floor of the elevator, and will reach it by falling $12\frac{1}{4}$ ft. in $\frac{7}{8}$ sec.

WM. REECE.

The ball ascends 17.97 ft., and falls in .93 sec.

GEO. ROSSITER.

On the supposition that the ball has the velocity of the elevator, the ball will rise 16 ft., and will fall to the floor in $1\frac{1}{8}$ sec., nearly. If the ball does not partake of the elevator's velocity, it will rise 14 ft., and descend in $\frac{7}{8}$ sec.

FENTON GALL.

Q. 2, p. 133.—A much higher degree of heat is obtained by using a stove, and as a consequence the constituents which, with less intense heat, form ashes, are fused, and on cooling harden into what are known as clinkers, differing in no property from ashes except in form.

J. M. H.

Q. 3, p. 134.—Famous resolutions were offered by Patrick Henry in the Virginia Assembly on two occasions. First, on May 30th, 1765, when, upon the passage of the Stamp Act by the English Parliament, Mr. Henry presented five resolutions and supported them by the speech in which occurs the well-known passage, "Cæsar had his Brutus, Charles the First his Cromwell, and George Third—*may profit by their example.*" The last and boldest of these resolutions (which was carried by a majority of one and rescinded the following day in the absence of Patrick Henry) was as follows: "*Resolved*, That his majesty's liege people of this most ancient colony have the sole right and power to lay taxes and impositions upon the inhabitants of this colony; and that every attempt to vest such power in any person or persons whatsoever, other than the General Assembly aforesaid, has a manifest tendency to destroy British as well as American freedom." The full text of the five resolutions is given in Wirt's "Life of Patrick Henry," pp. 74, 75. Bryant's Popular Hist. of the U. S. quotes the third and fourth. See Vol. III, p. 339. Bancroft refers to the matter, but does not recite any one of the resolutions. See Vol. III, pp. 469-70, (Centennial Edition.)

The second notable series of resolutions was presented to the assembly of the same State by Mr. Henry, March 23d, 1775, and

supported by the speech so familiar to young declaimers, beginning, "It is natural for man to indulge in the illusions of hope," etc., etc. These resolutions are given by Wirt, pp. 134-5. S. C. D.

Columbus, O.

Correctly answered also by G. Rossiter, Benjamin Rankin, J. L. Lasley, D. N. C., C. E. D., M. C. H., and F. W. B.

Q. 4, p. 134.—When California, without permission, had adopted a constitution prohibiting slavery, and was knocking at the door of the Union for admission; when New Mexico was to be organized as a Territory, and a claim was set up by Texas to an extensive region on her border; when the South demanded a more stringent law for the extradition of fugitive slaves; when the excitement had reached a dangerous height and a national crisis was imminent, and compromise measures were under discussion, Mr. Webster delivered his speech of the 7th of March, 1850, in which he abandoned the Wilmot proviso and justified the fugitive slave law. J. L. LASLEY.

Plymouth, O.

This speech of Webster's has usually been regarded as a bid for the presidency, and the great mistake of his political career. S. C. D.

For further information, see Blaine's "Twenty Years of Congress," Vol. I, Ch. V. C. E. D.

Q. 5, p. 134.—I am of opinion that the day of the week was not changed, but I have no good proofs. S. C. D.

Q. 6, p. 134.—A short hundred is 10×10 ; a long hundred is 10×12 . These are the facts; to explain the origin of these numerals would require a somewhat lengthy discussion of certain points in the history of the German and its cognate languages. C. W. S.

Q. 7, p. 134.—Reducing time to months, and observing that the effects (interest) are the same, the problem may be thus stated:

$$\begin{array}{rclclcl} \$540. & : & \$x & & & \\ 20m. & : & 36m. & :: & 1 & : 1. \\ .07 & : & .045 & & & \end{array}$$

From this the answer is readily found to be \$466 $\frac{2}{3}$. C. E. F.

Q. 8, p. 134.—A number multiplied by itself equals the square of that number. A number multiplied by $\frac{4}{7}$ of itself equals $\frac{4}{7}$ of the square of that number. Therefore $33635 = \frac{4}{7}$ of the square of the required number. If $33635 = \frac{4}{7}$, $\frac{7}{4} = \frac{1}{4}$ of $33635 = 6727$, and $7 = 7 \times 6727$, which is the square of required number. Hence the square root of 47089, which is 217, is the required number. P. P. P.

The above, by a pupil, is a good solution. The following, by a young teacher, is a little more condensed:

A number multiplied by itself equals the square of the number,

and a number multiplied by $\frac{1}{4}$ of itself equals $\frac{1}{4}$ of its square. 33,635 is $\frac{1}{4}$ of 47,089; and the square root of 47,089 is 217, the number required.

G. W. FRANKS.

Apple Creek, O.

More than *thirty* solutions of this little problem have been sent in, some of them by old teachers; but we do not think any are better than the above.—Ed.

Q. 9, p. 134.—The sum of \$1.00 paid each year, at 6 per cent, would amount in 4 years to $1.00 + 1.06 + 1.1236 + 1.191016 = \4.374616 . The compound amount of \$4500 for 4 years at 6 per cent. = \$5681.1465. $\$5681.1465 \div \$4.374616 = \$1298.66$, *Ans.*

D. N. C.

The same answer, or very nearly:—W. P. Perry, O. F. Williams, H., M. C. H., E. M., Fenton Gall, W. C. B., T. F. M., J. S. B., C. E. F., and W. C. M. Four or five other answers differ from the above and from each other.—Ed.

Q. 10, p. 134.—The dimensions of the box have a common factor, a certain number of feet. This common factor is taken 5 times for the length, 3 times for the width, and 2 times for the depth of the box; then $65,910 = 30$ times the cube of the common factor, and $65,910 \div 30 = 2197 =$ the cube of the common factor, and the cube root of 2197 = 13 = the common factor. \therefore 65 ft. is the length, 39 ft. the width, and 26 ft. the depth of the box.

H.

To the same effect, C. E. F., W. T. Perry, W. C. M., T. F. M., J. S. B., J. L. Lasley, E. M., W. H. L., O. F. Williams, M. C. H., E. D. K., E. F. K., P. P. P., F. G., Geo. Rossiter, Jacob Zerbe, B. Rankin, W. C. Boyd, H. L. Mc., W. T., M. A. Reed, L. M. R., and G. W. Leahy, F. W. B's solution is incorrect.

Q. 11, p. 134.—Divide the L. C. M. by the G. C. D., separate the quotient into two factors prime to each other, and multiply the G. C. D. by each of these factors. The two products will be the two numbers required. If more than two numbers are sought, divide as before, and form as many factors of the quotient, having no common divisor greater than unity, as there are numbers required. Multiply the G. C. D. by each of these factors, and the products will be the required numbers.

W. T.

The correct solution of problems like this depends upon the following principles: 1st. The G. C. D. of two or more numbers is equal to the product of all the prime factors common to the two numbers. 2nd. The L. C. M. of two or more numbers contains all the prime factors of each of the given numbers and no other factors. 3rd. The least common multiple of several numbers is equal to the product of their G. C. D. by those factors of each number not found in the others.

Now since $35 = 5 \times 7$ \therefore by principle 1st 5 and 7 are factors of each of the required numbers. The prime factors of 840 are 7, 5, 3,

2, 2, 2 \therefore by principle 2nd these are all the different prime factors of the two required numbers. Now, by principle 3rd, if we divide the L. C. M. by the G. C. D., the quotient will contain all the prime factors of each number not found in the other $\therefore 840 \div 35 = 24 = 2 \times 2 \times 2 \times 3$, required factors. \therefore one number is $7 \times 5 \times 3 = 105$, and the other number is $7 \times 5 \times 2 \times 2 \times 2 = 280$. C. E. FLANAGAN.

Answered also by E. F. Korns, E. D. Klose, O. F. Williams, J. S. Brown, Jacob Zerbe, J. L. Lasley, H. L. Mc., J. S. B., C. E. D., F. W. B., M. C. H., F. G., and anonymously.

Q. 12, p. 134.—Perimeter of square acre $= 4\sqrt{160} = 50.5964 +$ rds.

Circumference of circular acre $= \sqrt{\frac{160}{.7854}} \times 3.1416 = 44.8306 +$ rds.

Difference, 5.7658 rds.

W. H. L.

An acre $= 160$ sq. rds. Perimeter of a square containing one acre $= 4\sqrt{160} = 50.6$ —rd. Circumference of a circle containing one acre $= 2\sqrt{160 \times 3.1416} = 44.8 +$ rd. $50.6 - 44.8 = 5.8$ rd.

W. T.

Answered by C. E. Flanagan, R. E. McKesson, V. E. Rudy, R. T. Dennis, Geo. Rossiter, O. F. Williams, W. T. Perry, F. W. B., M. C. H., L. M. R., C. E. D., and anonymously. Jacob Zerbe says an exact answer is impossible.

Q. 13, p. 134.—“Is” does not “agree with its subject in number.” Is it not time to drop that grammatical fiction, “Finite verbs agree with their subjects in person and number?” H.

Is agrees with the logical and not the grammatical subject. “Duration” or its equivalent is the logical subject. The duration of two hours is, etc.

F. G.

In this sentence, “is” does not agree with “hours,” but with time understood.

GEO. ROSSITER.

When the subject is a mere word or sign, an infinitive, a phrase, or a clause, the verb should be in the third person, singular.

C. E. D.

“Is” should be changed to “are” to agree with its subject.

West Lodi, O.

E. D. KLOSE.

I would refer F. B. to Harvey, p. 83, (94,) Remark 2, (2), as authority for this use of *is*.

L. M. R.

If F. B. will read carefully our best English writers he will find many examples of an apparent plural the subject of a verb in the singular. It is the familiar construction, according to sense, rather than strict grammar. I give a few examples: *Two-thirds is mine by right.*

—Sheridan. *The three Pigeons expects me down every moment.*—Goldsmith. *For thy three thousand ducats here is six.*—Shakspeare. *While there's leaves in the forest, etc.*—Scott. *What means these questions?*—Young. *A tedious twelve years.*—Fletcher. *This fourteen years.*—Shakspeare. C. W. S.

Q. 14, p. 134.—“For” is an *introductory* [Harvey, Rem. 4, p. 122,] preposition, having “One to betray his country” for its object; or it is an *introductory expletive* [Holbrook, par. 624 and 752.] “For one to betray his country” is the subject. Some, however, parse “it” as subject, and regard “For one to betray his country” as in apposition with “it.” [See Williams’ *Parsers’ Manual*.] J. L. LASLEY.

Plymouth, O.

“For one to betray his country,” is a clause used as a noun, subject of “is.” “For” is an introductory prep. used to introduce abridged infinitive clause. F. W. BURGOON.

Q. 15, p. 134.—The sentence is correct. “It” is subject of “was.” “I” is predicate nominative. O. F. WILLIAMS.

• Not correct. *To be me* is better. JACOB ZERBE.

The sentence is correct, but “The people thought *it to be me* is more elegant. *It* is a pronoun, personal, simple; its antecedent is *I*, which it introduces, but with which it does not agree, [See Holbrook’s *Grammar*, Art. 276,] 3d, sing., neut., nom., sub. of *It was I*. *I* is a pronoun, per., sim., its ant. is the name of the speaker, — gen., first, sing., to agree with its antecedent, nom., pred. J. L. LASLEY.

QUERIES.

The number of queries received since last issue is so large that we are unable to use more than one-fourth of them. We select those that seem likely to interest the greatest number of our readers. Contributions for this department should reach us as early as the 15th of the month.—Ed.

1. Have not high school commencements outgrown or outlived their usefulness? What changes in the manner of conducting them are needed? H.

2. What order should be observed in teaching etymology and syntax? Which should precede? or should both be taught together? V. E. R.

3. Should higher arithmetic be taught in country schools? Give reasons for or against. J. O. S.

4. Could the time devoted to the study of English grammar in common schools be used to better advantage in some other way?

A. R. T.

5. What man was most responsible for the secession movement in the South?

S. M. L.

6. What position of the earth's axis would make the temperate zones each 30 degrees wide?

R. J. J.

7. Why does the sun sometimes shine in at our north windows when it only reaches a northern latitude of $23\frac{1}{2}$ degrees?

8. What is the difference of altitude between the Atlantic and Pacific Oceans at the Isthmus of Panama? How can the difference be accounted for?

C. E. F.

9. Of what use are silent letters?

B. R.

10. Why do the tides occur fifty-two minutes later each day?

B. R.

11. What is the correct pronunciation of Arkansas?

M. C. A.

12. What is the greatest number which will divide 27, 48, 90, and 174, and leave the same remainder in each case?

J. N.

13. A man has a square meadow, and, after mowing ninety feet from each side (of the field), is half done. What is the size of the field? Arith. solution.

H. L. Mc.

14. What is the difference between a *pure* and an *impure* appositive?

A. S. L.

15. *Question*: What shall I do? *Ans.*; Wait. Give the construction of "what" and "wait."

E. M.

16. Hypocrisy is a sort of homage that vice pays to virtue. Parse "sort" and "that."

M. E. P.

17. Parse italicized words, or explain idioms:

Go not my horse the better

I must become the *borrower* of the night.

J. O. V.

EDITORIAL DEPARTMENT.

THE NEW ORLEANS MEETING.

The last week in February was education week in New Orleans, and it is not necessary to add that the crowd was some less than at the Mardi Gras the previous week! The International Congress of Educators and the Superintendents' Department of the National Educational Association held meetings daily in the city, and attendance on them was supplemented by visits to the great Exposition, with its extensive and interesting educational exhibits.

A public reception was given to the two bodies on Monday afternoon. The International Congress held two sessions daily (afternoon and evening), from Tuesday to Friday inclusive, and the Superintendents' Department met in the forenoon of Tuesday, Wednesday and Thursday. The "Committee of Fifty," appointed by the National Educational Association at Madison, had a brief meeting on Thursday, some fifteen of the appointed members being present. Committees were appointed to make reports on the different departments of the Exposition.

The public reception on Monday afternoon in Werlein Hall, was attended by many citizens of New Orleans and by the teachers of the city, the public schools being closed to give the teachers an opportunity to be present. Addresses of welcome were made by Hon. Louis Bush, President of the Louisiana Educational Association, who presided, Judge Charles G. Fenner, of the Supreme Court of the State, and Col. W. P. Johnston, President of Tulane University. Responses were made by Gen. John Eaton, U. S. Commissioner of Education, Dr. John Hancock, of Ohio, Dr. F. Louis Soldan, President of the National Educational Association, and Rev. A. D. Mayo, of Boston. The addresses were appropriate and felicitous, with the exception of Colonel Johnson's references to sectional questions, including such assertions as "we (the people of the South) are not sorry for what we have done," and "one of the rules governing us is that the intelligence of the community, as at present embodied in the white race, must in some form or other govern the Southern States." The utterance of these sentiments somewhat marred a happy occasion in which all sectional differences should have been entirely ignored.

As a rule, as many as three papers were read at each session of the Congress, and when the body adjourned on Friday evening nearly a dozen of the papers received had not been read. The papers read included "Public Education in Jamaica," by G. W. Hicks, Inspector of Schools; "Respect for Authority Developed in the School Room," by Brother Justian, of the Christian Brothers, New York; "History of Education in Canada," by J. G. Hodgins, Vice-Minister of Education; "Philosophy of Kindergarten Instruction," by W. H. Hailman, Supt. Schools, La Porte, Ind.; "The Kindergarten," by Mrs. John Ogden, Teacher of the Kindergarten Schools at the Exposition; "The Kindergarten in Canada," by Prof. J. L. Hughes, of Toronto; "The Kindergarten

in Switzerland," by John Hitz, of Switzerland; "The Kindergarten in Japan," by L. W. Mason, Music Director of Japan; "The School System of Massachusetts," by John W. Dickinson, Secretary of the State Board of Education; "The New Graded School of the South," by Rev. A. D. Mayo, of Boston; "Educational Progress in Japan," by Ichizo Hattori, Commissioner of Japan; "The Education of the Indians," by Miss Alice Fletcher; "Musical Education in Japan," by L. W. Mason, Music Director; "History of Educational Journalism," by Thomas W. Bicknell, of the *Journal of Education*, Boston; "School Hygiene," by R. L. Pickard, of Washington, D. C.; "Clay Modeling," (exercise), by Edward A. Spring, of Philadelphia; "Rights of Women to Enter Colleges and Universities" (communication), by Mary Wright Sewell, of Indiana; "Literary and Scientific Bases of Thought," by Brother Axavias, of the Christian Brothers; "Educational Needs of City Civilization," by Dr. Wm. T. Harris, Concord, Mass.; "National Aid for Education," by Thomas W. Bicknell, Boston; "Railroads as Educators," by Alexander Hogg, of Texas; "Recent Reforms in Education in France," by M. B. Buisson, Commissioner of France; "Competitive Studies and Prizes," by Prof. L. G. Barbour, of Kentucky; "Race in Education," by Prof. W. T. Thorn, of Virginia, and "Public Education in Kentucky," by Prof. W. H. Bartholomew, of Louisville.

The reading of so many papers, several of which were historical, made the sessions of the Congress somewhat tedious, and some of the members found relief by devoting one half of each day to the Exposition. It is proper to add that it was intended to divide the Congress into sections to hear and consider these papers, but this was found impracticable.

SUPERINTENDENTS' DEPARTMENT.

In the absence of President L. D. Brown, of Ohio (unavoidably absent), Dr. John Hancock, of Dayton, was elected President; and W. E. Sheldon, of Boston, Secretary. Hon. Warren Easton, State Superintendent of Louisiana, extended a most cordial welcome to the members, and, after a fitting response, the Department proceeded to business. The following papers were read (at the different sessions): "School Economy," by Supt. Andrew J. Rickoff, of Yonkers, New York. "The interior Working of the University," by Prof. J. M. Garnett, of the University of Virginia; "The Philosophy of an Elementary Course of Study," by E. E. White, of Cincinnati, O.; "The Rise and Progress of Public Education in Texas," by Supt. W. C. Rote, of San Antonio, Texas; "Elementary Education," by Brother Noah, of the Christian Brothers; "What the Common School does for Moral Education" by Dr. W. T. Harris, of Concord, Mass.; "Relation of the Common School to the University," by Preat. W. P. Johnston, of Tulane University; and "Bands of Mercy," by George T. Angel, of Boston, Mass.

As may be supposed, several of these papers were prepared for the International Congress, and had no special bearing on school supervision. The paper on school economy was the only one discussed and this briefly.

There is only space to add that the attendance at these meetings was surprisingly small, the whole number of educators in attendance, not including residents of New Orleans, being less than one hundred, but these represented full one-half of the States and several foreign countries. This small attendance is doubtless explained by the fact that the schools and colleges of the country

were universally in session, and possibly by the further fact that a great International Exposition is not a favorable occasion for an educational meeting. Those who were present learned an impressive lesson respecting the progress of education in the countries represented. The Exposition is a marvel in extent and excellence.

E. E. W.

The following was received from Dr. Hancock after the above was in type. Both gentlemen are entitled to the thanks of the whole MONTHLY family.

Two great educational meetings were held in the city of the International Exposition during the week beginning February 23. The first was the meeting of the Department of Superintendence of the National Educational Association; the other a meeting of a proposed new organization to be called the International Congress of Educators. For this organization partial provision had been made at the meeting of the National Association last summer, at Madison, Wis.

The Department of Superintendence found no difficulty in pushing its program through without unseemly haste or pressure. All the papers presented were read and discussed. But the International Congress was overwhelmed by an embarrassment of riches. Three papers were read at each session, and as many of them were somewhat lengthy, it may be readily surmised there was little time for discussion, in which there is often more salt than in the essays themselves. Besides, this pressure being kept up from Monday to Friday night, the most earnest were a little worn before the end came, and were not sorry to see the session close. When the end did come, there remained in the Secretary's hands some forty papers which had not been read.

This meeting was intended to be an experimental one to a large degree. It was a question, and it is one not yet definitely settled, whether there is a place for such an organization. In other words, whether there is educational work which can not be done by the organizations already in being, but which requires a new association to carry it forward. The National Association with its several sections and splendid record, the National Council, and the several State and local Associations would seem amply sufficient to handle all questions affecting our schools, whether of theory or practice. Yet when we investigate what is doing in other nations our self-sufficiency is likely to receive a pretty severe check, and a disposition to receive information from any quarter to be correspondingly enlarged.

As an evidence of the prime quality of some foreign work, one needs but look through the splendid education exhibit made by France in the present Exposition. Through it runs such a strong thread of continuity from the lowest to the highest schools, and in it is presented such fertility of appliances for doing the best work, and such uniformity of excellence in this work, that any American may naturally experience a feeling of chagrin in contemplating the comparative short-coming of the work done by his own country. And this feeling is likely to be heightened when he reflects upon the sums of money which have been generously poured out by our people for educational purposes—a generosity with which no European people can compete. Viewing the matter in this light there seem to be good grounds for the organization of an association which shall enable American educators to avail themselves of the experience and best thought of educators of foreign lands, by meeting them face to face in familiar discussion, instead of in books alone.

While many of the American papers read before the Congress were of marked ability, they were on topics already familiar to our educators. But the paper read by Superintendent George Hicks, of Jamaica, on the educational work doing in that island, the paper by M. B. Buisson, of France, on recent reforms of public instruction in that country, the paper of Ichizo Hattori, Commissioner of Japan, giving a description of the wonderful educational progress made within the last few years in that empire, and the address of Superintendent J. L. Hughes, of Toronto, on the kindergarten work of Ontario, were all of unusual interest and suggestiveness.

If the Congress is to become a fixed institution, it will need an organization much more sharply defined than it now has (if it can be said to have an organization at all), to enable it to do the kind of work which alone will justify its existence. It ought to confine itself to some specific line of investigation with unswerving determination, and its organization be such as will best enable it to meet the demands of such investigation. It is too much the practice for each of our associations, by whatever name known, to attempt to cover the whole educational field. The Superintendents' Section of the Ohio Association will serve as an instance. The design in its separate organization was that in it might be discussed more exhaustively the special work and duties of superintendents than could be well done in the general association. But such has not been its course. Since a very few of its earlier meetings, the topics discussed in it have been, with rare exceptions, kindred to those discussed in the body from which it sprang.

But not only should each educational organization restrict itself to a special line of work, but the labors of each session should be devoted to one topic, or to a very limited number of topics, instead of giving the whole field of education a thin surface plowing, as is now too often the case. The tendency of the latter course is to cultivate into barrenness.

After all deductions have been made, that much good will result from the New Orleans meetings there can be little doubt. The South is yet largely a virgin educational soil, and those who are to raise from it an educational crop, are anxious to learn from the experience of others. They are poor, having little money to carry on the new and stupendous enterprise of educating a people, the masses of whom are stupid in illiteracy. They have an advantage, however. They are hedged in by no fossilized systems of organization and schemes of instruction. They are free to plant the best seed and tend the growing plants in the ways that experience and philosophy have determined to be the wisest.

The free-book question in the Ohio Legislature has received a quietus, at least for a time. The bill which proposed to authorize the Cleveland Board of Education to supply all the pupils in the public schools of that city with books at public expense, came to a vote in the House, March 12, and was defeated by a vote of 21 ayes and 42 nays. We sincerely hope that every bill pending which has for its object the preparation of school text-books by the State, or the supplying of books to pupils in any other way than through the regular legitimate channels of trade, will meet a like fate.

We may not have clear light on this question, but we confess our inability to

see either the necessity or the expediency of any such measure. It does not seem that the agitation of the subject arises out of a popular demand, a felt public need. Is it not true that the agitation has its origin in the intense rivalry which exists among publishers and their agents? Is not the presence of this question in State Legislatures mainly due to the fact that it was carried there by parties worsted in contests before boards of education, and is kept there by demagogues of the first water?

We have on former occasions expressed the belief that the State already goes far enough in the direction of providing free education for her youth. Something should be left for individual effort. Let the State provide teachers, school-houses, fuel, apparatus, and every appliance for the use of the school as a whole; and let every pupil provide for himself whatever is for his own individual use. Text-books clearly belong in the latter category.

COURSE OF STUDY FOR A VILLAGE HIGH SCHOOL.

The principal of the high school in a small village sends us the following course of study, requesting suggestions and criticisms:

FIRST YEAR.

First Term—16 Weeks.

Reading—McGuffey's Fifth Reader.
Spelling—Spelling book, written recitations.
Writing—Copy books.
Arithmetic—Olney. From Denominate Numbers.
Grammar—Harvey. From the Verb.
Geography—Text-book, with outline maps and map-drawing.

Second Term—16 Weeks.

Reading—Continued.
Spelling—Continued.
Writing—Continued.
Arithmetic—Continued.
Grammar—Text-book completed.
Geography—Text-book completed.

SECOND YEAR.

Arithmetic—Text-book completed.
Grammar—Analysis and Parsing.
Physical Geography.
U. S. History.

Higher Arithmetic.
Crosier's Digest of Inf., Part., and Abridged Forms.
Physical Geography.
U. S. History.

THIRD YEAR.

Algebra—Ray's Part I.
Physiology.
Rhetoric.
General History.

Algebra—Text-book completed.
Physiology—(10 or 12 weeks.)
Parliamentary Rules—(4 or 6 weeks.)
Rhetoric.
General History.

FOURTH YEAR.

Higher Algebra.
Geometry.
Physics.
Civil Government or Latin.

Higher Algebra.
Geometry.
Physics.
Botany or Latin.

It is not an easy matter, at best, to frame a suitable course of study for any school; and the difficulty is increased by the absence of definite knowledge of the school, the age, antecedents and surroundings of the pupils. In the pres-

ent case, all we can do is to make general suggestions, subject to modification by varying conditions.

1. The first thing that impresses us in this course is that it is too much crowded. It requires pupils to give attention to too many subjects at the same time. Three regular studies, like algebra, grammar, or history, are enough for the average pupil to carry along simultaneously.

2. Spelling and reading should receive attention throughout the course. Instead of giving these branches formal recognition during the first year and then dropping them, we would give them a fair share of attention all along the way. How this can best be done need not be discussed here. Suffice it to say that we think there is a better way of learning to spell than to memorize long columns of unmeaning words from the spelling book.

3. Omit higher Arithmetic. The subject of arithmetic has had its full share of attention in such a course when an ordinary practical arithmetic has been fairly mastered.

4. Physical geography fills too large a place. If in the first year the pupils could start with a text-book that fairly combines physical, mathematical and political geography, they might continue it profitably through the first half of the second year.

5. One term of sixteen weeks is sufficient time to spend on physiology.

6. The best way to give pupils a knowledge of parliamentary rules is to organize among them a literary society, and let them conduct it for an hour each week.

7. If "Rhetoric" implies that the pupils are to study a formal treatise on invention, style, figures of speech, criticism, etc., it should give place to practical composition exercises. Learn the use of language by using it.

8. Higher algebra should be eliminated. One year spent on an elementary book is sufficient to master it fairly, and this may be considered a reasonable allotment of time to this subject.

9. Omit botany as a regular study, substituting occasional summer excursions into the woods to examine plants and flowers.

10. Whether Latin should have a place depends somewhat upon the number of probable candidates among the pupils for a college course. Either omit it altogether or give it at least two years.

We think such a pruning as we have indicated would make this course much more fruitful.

The spirit of '76 seems to be still abroad, as witness the following from a late number of the *Canada School Journal*, now among the very best educational weeklies:

"For what object is England going to fight the Arabs in the Soudan? Is she waging a war of revenge, of conquest, or of self-defence? Is she preparing to do battle simply because she has had a rebuff and her blood is up, or is she sending her armies on a chivalrous mission to free the oppressed, and to stamp out the abominable slave trade? These are questions which Canada should ask, and have satisfactorily answered, before committing herself in any way to the project of sending a contingent to take part in the fray. The question is a moral one, a question of right and wrong, and *Canada is surely far enough on the highway to nationality* to give her a right to do her own thinking and keep her own conscience."

OHIO STATE TEACHERS' ASSOCIATION.
PROGRAM FOR 1885.

TUESDAY.

Superintendents' Section.

Inaugural.....Alston Ellis, Sandusky.
Normal Training as a Preparation for Teachers.....W. J. White, Springfield.
Discussion.

P. M.

Defects in our Compulsory Law, and Remedies Suggested by the Laws of other
States.....Hon. L. D. Brown, Columbus.
Discussion.
A Week in my School-rooms.....E. B. Cox, Xenia.
Discussion.

WEDNESDAY.

General Association.

Inaugural.....Pres. A. Schuyler, Baldwin University.
Training of the Will.....B. A. Hinsdale, Cleveland.
Discussion.

P. M.

What can Teachers Do to secure the Proper Home Education ?—
T. E. Orr, Bridgeport.
Discussion.
Character and Importance of Primary Work.—
Miss Kate S. Brennan, Cleveland.
Discussion.

THURSDAY.

Ohio Teachers' Reading Circle—Report of Secretary E. A. Jones, Massillon.
Short Statements from Representatives of County Circles.
Annual Address.....

P. M.

Philosophy of Education.....E. E. White, Cincinnati.
Discussion.

Miscellaneous Business.

We meet at Chautauqua, about June 30th, and every one must go, for the New York State Teachers' Association will be there, and we must show them what Ohio can do in the way of a crowd. We have always had large meetings there, and this one must be larger than ever. We have always had good accommodations there, but this year they are better than ever. We have always been very happy at Chautauqua, but this year we expect a happier time than ever. We will publish all about time, place, and rates, in the May number of the MONTHLY. Arrangements are being perfected as rapidly as possible, if it were not so I would have told you; so let the teachers of Ohio possess their souls in patience, waiting for the coming of that great day.

CHAS. L. LOOS, Jr., Sec. Ex. Com.

✓ *Bro. Findley* :—The Board of Control of the O. T. R. C. held a session in Delaware, at the home of the Chairman, Mrs. D. L. Williams, the evening of March 13. Besides the Chairman, members present were Messrs. Jones, Hancock, Ross, and Burns.

The Recording Secretary was directed to prepare for publication in the MONTHLY—our MONTHLY—the gist of the proceedings.

The 3rd year's course in reading is:

I. *Pedagogy*.—Joseph Payne's Lectures on the Science and Art of Teaching.

II. *Literature*.—Shakspeare's Merchant and Richard III. Tennyson's Princess, and Scott's Ivanhoe.

III. *History*.—American history to date.

IV. *Natural Science*.—Elementary Physics.

Prices and other matters of interest to be announced at the State Association.

It was resolved that members of the Circle should pay an annual fee of 25 cents into the treasury of the Board of Control, and that certificates to such members as complete the yearly course be granted free. If managers of local circles and the brethren generally would give us a lift just here, the circle would be self-sustaining.

The space on the Association program left to the Circle will be filled by reports and oral discussion. No essays.

The Board transferred the authority to select corresponding members for the counties to the several institutes, and requests the institutes so to appoint. In case of failure, the Corresponding Secretary is empowered to appoint.

There were several matters of business attended to which need not be recounted in this letter, and a long and earnest discussion of the past and future of the work.

Truly,

J. J. BURNS, Rec. Sec'y.

Dayton, O., March 17, 1885.

EDUCATIONAL INTELLIGENCE.

✓ —The Chautauqua Literary and Scientific Circle now has a membership of 60,000.

—The seventh annual graduating exercises of the Canal Fulton High School were held on Thursday evening, March 26.

—The annual meeting of the Kentucky Educational Association will be held this year at Keyser, beginning July 7. The program is in preparation and will be announced soon.

—The teachers of Summit and Portage Counties held a joint meeting at Ravenna, Saturday, March 28. The program was excellent, but, for want of space, we cannot print it.

—An interesting feature of the Cincinnati educational exhibit at the New Orleans Exposition is a collection of books and pamphlets written or edited by persons at some time connected with the Cincinnati schools, as pupils, teachers or trustees. The collection was made by Dr. Peaslee, and contains religious works, law books, medical works, histories, travels, poetry, and other valuable books.

—In a report to the teachers' committee of the St. Louis school board, Prof. Soldan, principal of the St. Louis normal school, expresses the opinion that the educational exhibit at New Orleans is fully equal to that at Philadelphia in 1876.

—The next session of the Marion County institute will be held during the week beginning the first Monday in August. The instructors engaged are C. W. Butler, of Defiance, W. F. Hufford, of Ada, and D. E. Hunter, of Washington, Ind.

—The executive committee of the Carroll County teachers' institute has fixed the third week of August as the time for holding the next session of the institute, and engaged M. Manly, of Galion, and Jonas Cook, of Genoa, as instructors.

—A. S. Barnes & Co., New York, have just published Monteith's New Physical Geography. It is a small quarto, 144 pages, 125 illustrations, and 15 colored maps, and contains the latest discoveries, including the explorations of DeLong and Greely.

—On the evening of Feb. 20, the Seniors of Blanchester high school, 14 in number, gave a series of scientific lectures before a large and appreciative audience. The lectures were illustrated by diagrams and experiments. The occasion was very enjoyable.

—The Ottawa County teachers' association held a meeting at Elmore, on Friday evening and Saturday, March 13 and 14. On Friday evening George A. Robertson, of Cleveland, delivered an address. On Saturday, subjects were treated by Mary Pratt, of Elmore; Alex. R. Bruce, of Catawba Island; Bert S. Hill and Rebecca Cogon, of Graytown. On Saturday evening, an address was delivered by L. D. Bonebrake, of Elmore.

—F. Louis Soldan, President of the National Educational Association, announces that the next meeting will be held at Saratoga, July 14-18. The Board of Education and other citizens of Saratoga extend a hearty welcome, and promise every comfort and convenience. Railroad fares and hotel rates will be greatly reduced, and a thousand boarding places at about a dollar a day are to be secured. A large attendance is expected.

—An interesting and profitable session of the Miami County Teachers' Association was held at Troy, March 14. About one-third of the teachers of the county were present. The following papers were presented: R. E. Chaffin, Physiology and Book-keeping; C. O. Howell, Improvement of Country Schools; John Keating, Improvement Among Teachers; Miss Anna Amendt, The Silent Forces of the Teacher; C. H. Teach, The Teacher: His Duty to his Profession. Miss Rose Sage and Mr. F. Leil Rossaire gave some excellent recitations. The Troy High School, under the leadership of Prof. Vance, favored the association with excellent music. Q.

—The centennial of the settlement of Ohio is approaching. It was on the 7th of April, 1788, that a band of pioneers landed at the mouth of the Muskingum, and founded the first English settlement in the great Northwest. It is proposed to celebrate this event in becoming style three years hence. The Ohio Archæological and Historical Society have the matter in hand and will

undoubtedly bring it to a successful issue. Persons willing to co-operate, or desiring information concerning the movement, may address A. A. Graham, Secretary of the Association, Columbus, O.

A centennial celebration of the adoption of the famous "Ordinance of 1787," by the States formed out of the Northwest Territory, is also proposed.

PERSONAL.

—S. F. DeFord is serving his fourteenth year as superintendent of the Ottawa schools.

—F. Gillum Cromer, of Union City, has been appointed a member of the board of school examiners for Darke County.

—A. L. Ellis, superintendent of the public schools of Blanchester, O., for four years past, has been re-elected for a term of two years.

—W. H. Mitchell, superintendent of schools at Monroeville, succeeds W. R. Comings in the Huron County board of school examiners.

—J. N. McCall has resigned the charge of the schools of Newton Falls, Ohio, to take the superintendency of schools at Ithaca, Mich. Ohio loses and Michigan gains a good schoolmaster.

—John C. Ridge, the well known elocutionist and institute instructor, for several years agent for the house of Van Antwerp, Bragg & Co., is now the agent of the Union Central Life Insurance Company, of Cincinnati.

—Prof. W. H. Venable, of the Chickering Institute, Cincinnati, is willing to devote a part of his summer vacation to institute work. He is prepared to teach history, literature, rhetoric and the science of education, and to give evening lectures.

—The withdrawal of M. F. Cowdery from the Western School Supply Company, of Sandusky, is announced. Advancing years and declining health are assigned as reasons. M. F. Cowdery was a very familiar name in Ohio educational circles thirty years ago. He was then one of the leading school men of Ohio.

—William Reece, of the Springfield high school, had an appointment for March 14, to speak to the teachers of Clark Co., on the "Provisions for Education in our State." He also had an engagement for March 28, with the teachers of Madison Co., to solve some problems in mathematical geography with apparatus of his own invention.

—Prof. Henry A. Ford and Mrs. Kate B. Ford, of No. 631 Cass Avenue, Detroit, Mich., formerly editors of "The Michigan Teacher" and "The Northern Indiana Teacher," will accept institute engagements this year in Ohio. Mr. Ford has had an experience of 18 years in this work, and Mrs. Ford, of more than 10 years, and both have heretofore done service in Ohio.

—THE—

OHIO EDUCATIONAL MONTHLY

ORGAN OF THE OHIO TEACHERS' ASSOCIATION,

—AND—

THE NATIONAL TEACHER.

SAMUEL FINDLEY, EDITOR.

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Number 5.

9 THE EDUCATION OF THE NEGRO.

Our readers will be interested in the following extracts from the address of Dr. A. G. Haygood, general agent of the "John F. Slater Fund," delivered at the dedication of the Elizabeth S. Rust Industrial Home, Holly Springs, Miss. It contains sound educational doctrine, applicable to the white race as well as to the Negro.—Ed.

There was somewhat of prophecy in the remark, attributed to that unique and typical American whom you revere and whom we are all coming to respect, Abraham Lincoln: "No man will ever again be elected President of the United States who spells the word Negro with two g's." Mr. Lincoln meant that what the law had given, public opinion would soon come to recognize—the Negro's citizenship. And the prophecy is coming to pass.

If we compare the progress of any other four or five millions of illiterate people in any twenty years of the world's history with the progress of the Negroes in this country from 1865 to 1885, we will find that never before did so many ignorant people learn so many useful things so fast. During these twenty years the Negro's eagerness to learn and his success in learning have finally settled, in the minds of candid people who are careful to square their theories by the facts, the long-debated question as to his capacity to learn. And while some

have made a bad use of education, so many have used it well as to convince reasonable people, who have informed themselves, that it is not only possible to teach the negro, but very desirable to teach him whatever useful knowledge he can learn.

I have had much occasion to study the facts of this history of the education of the Negroes in the South since 1865. There is not time to-day for detailed statements. Let it suffice now to say: Add together the gifts of Northern charity and the appropriations to the education of the Negro from Southern taxation, and we will find that about \$50,000,000 have in twenty years been invested in this cause. And of this sum the greater part has come through taxation, nearly all of it being paid by Southern white people.

But the money measure is the least of all. The best things cannot be told in figures; faith, sentiment, love, devotion, cannot be compressed into statistical tables. Consider how men and women, of as noble mold and of as Christly spirit as ever did God's hard work in this world, have for twenty years been putting their very lives into this work. And this they have done gladly out of love for Christ and the souls for whom Christ died. The angel who keeps God's record will write them down with "the noble army of confessors" "of whom the world was not worthy." When "the books are opened" their names will be found on the same page with Carey, Melville Cox, Judson and his great-souled wife, Ann Hasseltine Judson, Livingstone, and the other immortals. Think of it to-day, and thank God for them—on that roll are the names of more than a thousand men and women, mostly women, who, under discouragements never faced in China or Burmah, have been for these twenty years doing all that consecrated manhood and womanhood could do to teach the Negroes of the South how to be real men and women—the Lord's freemen.

This brings me to say the value of education depends on the education. Education in books is good, but it is very far from being enough. If there be nothing else, it is a great peril; it is, at least, a doubtful blessing. I am very glad that the princely giver of a million of dollars to the cause of Negro education, the late John F. Slater, of Norwich, Conn., put it down in his letter to the Board of Trust whom he asked to take charge of his great gift that he designed it "for the Christian education of the lately emancipated people in the Southern States, and of their descendants." For we may be very sure that an unchristian education would be fatal to these people. We may be just as sure that an education simply not Christian would fail to save them.

My interest and hope in this stupendous enterprise spring out of the certain knowledge that the great training-schools for this race are under

Christian influence. I have had large opportunity to study these schools and to study many schools for white people, and I affirm, without hesitation, there are no training-schools in this country that are more avowedly, distinctively, and vitally Christian in spirit and method than are the training-schools now preparing the young men and women who are to be the teachers and guides of the Negro youth of our land. And if we think of the men and women who are conducting these training-schools, it may be affirmed, with confidence, there are not better trained, more capable, or more industrious teachers in any schools of the country. Because I believe that Rust University is such a school as I have described, I am glad to be here to-day. And because I believe that the instrumentalities to be employed and the methods to be used in "The Elizabeth S. Rust Industrial Home" will add immensely to the power of the University to accomplish its mission, I count it an honor and a privilege to take part in the special exercises of this occasion.

True education will move along three great lines—books, morals, industry. To state it otherwise, there must be head training, heart training, and hand training. Each helps the other, and neither is complete without the other. There was deep wisdom in the old Jewish rule that every man must teach his son, not only the law and the Scriptures, but also a trade. Thus it came to pass that St. Paul, besides what he could learn in the schools of Tarsus and in the school of Gamaliel, was bred a tent-maker. It is a German custom, and it goes far to explain the capacity of the German to maintain himself, to get on in the world, and to increase his goods. The Crown-Prince, it has been stated, was taught the trade of a locksmith. My honored father taught me farm work, and I can yet plow a straight furrow. How often I have blessed him for that kindness, and how often I have thanked "Uncle Jim," who was my wise, and patient, and loving teacher!

It is matter of surprise that, in a republic like ours, so many otherwise sensible people should despise labor. Everybody knows that the average white girl prefers the attention of the well-dressed youth who sells ribbons at \$25 a month to those of a carpenter, not so well dressed, who can easily earn \$50 a month. It seems to be a question of clothes; it is, I suspect, at bottom, a recoil from what is esteemed the humiliation of hand work. The average Negro girl makes haste to follow the example of her white sister, and smiles on the stylish "dude" who wears flashy clothes and lives precariously by his wits, and passes by the sturdy fellow who makes a good living with his hands. That the non-working men, after they have become husbands, have to be supported

by their wives (reduced to slavery for which law offers no remedy) does not seem to have impressed the average female mind with sufficient force.

There is a sort of education that is to be kept far from our schools—it spoils people utterly. A girl at the piano or giggling at the gate with an idle boy, and the mother at the wash-tub or the cook-stove, are sorry sights. If colleges only make old fathers work harder to keep vain and lazy sons in good clothes, then colleges are curses to the country. Education that makes young men and women vain and selfish is as bad as education that makes them lazy. When it makes them both vain and lazy, it ruins them. When you see a college student turning up the nose at honest labor in plain clothes, you may generally conclude that the devil has a mortgage on the owner of the nose.

I count it one of the most hopeful signs of the times in all parts of our country—I might say in all parts of the civilized world—that thoughtful people, who have knowledge of the subject, are beginning to see that the education of the hand is a necessary part of education. It is necessary, not simply that young people may learn how to do any given thing—as carpentering, blacksmithing, sewing, or cooking—but that they may know the value of all work, and that they may catch the spirit of work. If I had my way and could command the means, there should be no diplomas that did not certify to ability to do some work properly, as well as ability to read some languages and to solve some problems passably.

At this time the essential thing in the industrial departments of our schools for Negro growth is to teach them the best use of the common tools of the various trades. The population of the Southern States is, for the most part, in the rural districts and in little villages. For a long time hand work, and not machine work, will prevail among us. The carpenter who is master of the square, the hammer, the saw, the plane, the augur, the chisel, the drawing-knife, and such like instruments for wood-work, is better fitted to do well than the man who is master of a planing-machine.

The same principle holds in industrial training for women. There are laundries where the work is done by machinery with all the modern improvements; it is unlikely that a single young woman so taught will ever be called on to use such machinery. The woman who has learned the full powers of hot and cold water, the wash-tub, the rubbing-board, the sad-iron, the qualities of soap, and the uses of starch, is better furnished for the laundry work that will fall to her lot and bring her good wages—if she can do her work well. So in cooking,

sewing, and the rest. What we all need, of whatever race or profession, is to know thoroughly the use of the tools that we have. Last week, at my house, a carpenter fashioned a missing baluster with a drawing-knife, a wood-pile, and a piece of sand-paper. When put in its place it could not be told from those that had been turned in the shop, except that the finish was finer. If he had only learned to use a machine, he could not have done the work.

When the great training-schools for Negro youth have got their industrial departments well in hand, then that will be possible for the Negro race in the South which hitherto has not been possible, but which is absolutely necessary if real, substantial progress in civilization is to be generally and permanently effected—*they can have homes instead of miserable cabins.*

The right thing is not to despise the cabin, but to get ready to build and furnish the cottage. If the cottage is not only to be built, but furnished and made a home of, then women as well as men must have industrial training as well as book-learning. Book-learning alone will only make them unhappy in the cabin; it will not of itself give them the ability to get into cottages or to make homes of them when they get them. In the first place, with book-learning alone, they will not have the means to procure them better homes. If they learn books only they will be less able to do it, for mere book knowledge fosters extravagance without providing the means for its indulgence. Sad is his case whose tastes demand expenditures his skill cannot provide; bitter is the fruit of the tree of knowledge where there are not the harvests that follow industry. God's law of labor was a great and saving mercy to the race. Such education makes people unhappy. It tends to make them dishonest. It tends also to break down virtue.

All that book-learning has done for some Negro families, and for many white families, is to make it harder to live. And herein is much of the discontent of the working world, whose murmurings hint of suppressed earthquakes. True education will increase productive power.

I rejoice with you to-day that the women of the great Church that founded this University are bestirring themselves in the interests of a purer home-life among the Negroes of the South. The time has fully come to make this effort; a more holy or humane task Christly women never yet undertook in this world. And I rejoice all the more because they are not alone; the inspiration of compassion has come upon their sisters of some other churches. The women of fashion and of the world are not in this movement; the women of the Church are about all the women who are of much use in the progressive and saving movements of the times.

You must not forget, ladies from the North, that the Negroes got all the good of slavery—we of the white race in the South all the evil. They, by God's blessing, got through slavery what never in the world so many who were lately savages obtained in so short a time—the habit of labor, the English language, some knowledge of the institutions of a Christian republic, and, as to thousands of them, the religion of Jesus Christ. In your abhorrence of slavery do not forget how God overruled slavery to the good of millions. We must not despise the ways of Providence in our condemnation of the ways of men, and have more patience with those whom slavery cursed. . . .

The friends of the Negro race must so plan their work that the men and women of that race will some day need their help no more. It will be a long time before they cease to need your help—it may be a hundred years. But that time must come, or your help will so pauperize their souls that a return to slavery would be a blessing. There is no deeper ruin than the pauperization of spirit that issues from misplaced benevolence. The glory and virtue of the industrial movement in these training-schools is that it fosters in the Negro race capacity for taking care of itself. It would be as easy to develop a colony into a great State by immigration alone in a country where there are no births, as to permanently elevate any race without quickening in its very blood the germs of self-supporting energy. Immigration alone never made a State ; missionaries alone never redeemed even one heathen tribe.

And let all Christian people who concern themselves with the education of the Negro in the United States, remember and consider—this work takes hold on two continents. In this work Providence has indissolubly bound America and Africa together. The explorers and the men of commerce are opening up the Dark Continent ; let Christian Negroes in America get ready to carry the light of God to their brethren beyond the sea, who sit in darkness and in the shadow of death. And let Christians of the white race, of every name, get ready to help them.

To bring ourselves near to the hearts of children, we must go to them by entering into *their world*. They cannot come to us by entering into ours. They have no experience of it and cannot understand it. But we have had experience of theirs, and can enter into it if we choose ; and in that way we bring ourselves very near to them. But the sympathy which we thus express with children, in order to be effectual, must be sincere and genuine, and not pretended.

OHIO HISTORY IN OHIO SCHOOLS.

BY SUPT. JOHN B. PEASLEE, CINCINNATI, OHIO.

Believing that the history of our own State is more worthy of study than the annals of either Greece or Rome, or of any other country on the globe, I have advocated for years the instruction of our youth in the pioneer and intermediate history of the State, by properly celebrating in the schools the 7th of April, the anniversary of the birth-day of the Northwest Territory, and of the first settlement of Ohio, at Marietta. "It is in youth," said General Harrison, "in early youth, that the seeds of that patriotism must be sown, which is to bloom through life. No one ever began to be a patriot in advanced life; that holy fire must be lighted when the mind is best suited to receive with enthusiasm, generous and disinterested impressions. If it is not then the ruling passion of the bosom, it will not be at the age when every action is the result of cool calculation, and the basis of that calculation, too often the interest of the individual. Patriotism, one of the most God like of virtues, is, perhaps, best taught to the young through local history. This has been the prevailing opinion with every free people throughout every stage of civilization. With all, it was the custom to present to their youth the examples of the heroic achievements of their ancestors, to inspire them with the same ardor of devotion to the welfare of their country."

I appeal to the educators of the State: Are not the trials and hardships heroically endured by our noble pioneers, their contests with barbarian tribes, their modes of life, their successes and triumphs, their devotion to home and country, as interesting, as instructive as the detailed accounts of either Greece or Rome? I think so. Let the children be taught the history of the brave forest settlers.

"They toiled, that we the prize might share,
They conquered, that we might possess."

Biography is the *soul* of history. The life of a great personage contains nearly everything of importance of the history of the time and country in which he lived. Again, I appeal to the educators of Ohio: Are not the lives of Gen. George Rogers Clark, the "Napoleon of the West;" of Gen. St. Clair, the first Governor of the Northwest Territory; of Gen. Anthony Wayne, "Mad Anthony," as he was called on account of his bravery; of Gen. Rufus Putnam; of John Cleves Symmes, and many others of pioneer renown, as important, as instructive, as soul-stirring as those who figured in civil and military history in the days of ancient Greece.

Besides Biography, let the children be taught the history of the "Ohio Company," established in 1748, the first event looking to the settlement of the Northwest Territory; the history of the French occupation, of their line of forts extending from Detroit to where Pittsburgh now stands, of the fall of Fort DuQuesne, in 1758, which terminated the French Dominion on the Ohio, and the peace of 1763 which ended the war between France and England; the first settlement of Ohio, April 7, 1788; the treaty of Greenville, between the whites and the Indians, signed in 1795; the admission of Ohio into the Union, and so on. But above all, let our youth be instructed in the provisions of the wonderful "Ordinance of '87," the "Second Declaration of Independence," to which Ohio owes more of her greatness than to any other cause.

When the subject of the centennial celebration of the first settlement of Ohio, which will take place on the 7th of April, 1888, was under consideration at the organization of the Ohio State Archæological and Historical Society, at Columbus, last month, I urged that steps be taken to have the entire school system of the State take part, that, on this "Day of Days," celebration exercises should be held in every school-house in Ohio. But the difficulty of properly celebrating the occasion, I stated to the society, lies in the fact that the great body of Ohio teachers do not have access to books and pamphlets on the early history of the State, that, therefore, the society should publish, under its auspices, a pamphlet containing extracts and other articles covering the leading events relating to the settlement, organization, and intermediate history of Ohio, together with brief biographical sketches of the most prominent pioneers, and closing with appropriate selections in prose and poetry, for recitation. On motion, I was requested to prepare and edit the materials for such a pamphlet, and submit it to the society for approval. I cheerfully accepted the duty imposed upon me, and in good time for the centennial celebration the pamphlet will, I trust, be published and sent free of cost to each school-district in Ohio. If the teachers of this State take hold of this subject, as I hope and trust that they will, then will our youth become enthusiastic in the study of Ohio history, and through them the parents and the public at large will also become deeply interested. In this I speak from experience. In 1882, the Cincinnati High and Normal Schools celebrated the 7th of April, and I have never known anything in the line of school work that was more enthusiastically entered into by the pupils, or that was more thoroughly enjoyed by parents and friends. Not only the scholars who participated, but all persons who attended the exercises, were instructed and benefitted; they left the celebration

with higher and nobler ideas of their native or adopted State. The celebration did more. Its suggestive teaching led many of the participants and others to read books on pioneer history, on the Mound Builders, and other collateral subjects.

In closing this article, I make one more earnest appeal to the teachers of Ohio, to instruct their pupils in the history of their native State, especially its pioneer history, and in the provisions of the "Ordinance of '87," the "Plymouth Rock of Ohio," and "in a moral and mental aspect," says the poet Gallagher, "the Gibraltar of our whole land."

THE COUNTY INSTITUTE.

BY MARGARET W. SUTHERLAND, MANSFIELD, O.

In the depths of winter, one does not cast aside a pair of shoes that are somewhat worn and a little out of style, and go barefoot, because of their defects. Unless he can get a better pair of shoes, the old ones are mended and do service yet longer. The question arises whether we, as teachers, are prepared to throw aside the county institute until we have something better to take its place. That it is susceptible of improvement, no one denies; but with equal certainty may we affirm that it helps many a teacher over rough places where, unshod, it would wound him sorely to tread.

One question after another claims the attention of that teacher whose sphere of professional interest is not limited by the four walls of his own school-room. At one time it is the object-lesson, again the examination question. He does not *choose* his question, but the force of circumstances compels him to look at it.

Recently, when the passage of a bill increasing the fee for examination for county certificates from fifty cents to one dollar, that the institute fund, threatened with decrease by the cutting off of six months' certificates, might not be rendered too small to be useful, was before our State Legislature, a member *who had been a school-teacher*, spoke against it, declaring that "institutes did no good;" and chiefly through his speech (if we trust the newspaper accounts of the matter), the bill was defeated. We did not learn that any objection was raised on the ground of increasing the expenses of poorly-paid teachers, but simply because one ex-teacher gave his testimony against the value of county institutes. We do not know when he taught, how long, nor how successfully, and cannot, therefore, judge how much weight belongs to

his unsupported testimony. Differing totally from our own belief, it creates a desire for the testimony on this matter of successful teachers who have given the institute a fair trial. In this paper not an assertion shall be made, nor an argument advanced, which our own observation has not taught us, our own experience confirmed.

We claim that there is never a time in the professional life of a teacher when it is not his interest as well as his duty to attend the county institute. The possible exception to this might be in the larger cities where the city institute takes its place. In the smaller cities it will not do unless conducted chiefly by foreign talent, for the teacher grows somewhat narrow who teaches long in one place, under one superintendency, with little or no knowledge of any schools beyond those from which she has probably graduated, and in which she has constantly taught. Young teachers should attend institutes to learn methods of teaching, and receive suggestions as to government, from those who really have attained some eminence in the profession upon which they are just entering. If they are attentive and thoughtful, they will learn in one week, what, unaided, they might have taken months to learn. And it may be that years would be required before that power of generalization would be developed which would lead to the valuable theory,—drawn from practical work,—which the institute lecturer carefully explains.

The teacher of larger experience should attend the institute, because there is danger of a cooling of his earlier enthusiasm. He needs to rekindle it, and he can do this if he is so fortunate as to meet instructors of the power which it has been my privilege to hear. He is more in danger from ruts than the younger teacher, for the longer one stays in a rut the deeper it becomes. But grant that he is that valuable factor in a school-room, an enthusiastic, experienced, cultivated teacher, he still owes a duty to his county institute. He must go there to aid, to inspire others. We seriously doubt whether one can be possessed of a generous, professional spirit, and not long to do something for other teachers. He is increasing the dignity of his own profession whenever he elevates the individual workers in it. By the free interchange of opinions, by the hearty expression of good will, which a properly managed institute fosters, there must be an action of mind upon mind, of heart upon heart, which has its reflex action in the separate school-rooms of the county.

In my opinion that institute which will attract to it these diverse classes, the unexperienced and the experienced teacher, the teacher of the ungraded and the teacher of the graded school, the primary and the high-school teacher, is the best. Here we may be met

with the objection that in such an institute the instruction cannot be systematic. We believe that the great principles which underlie all education are the same, and that they cannot be too frequently considered. More especial direction as to their application can be made for those whose need of this assistance is greatest. The high-school teacher knowing something of that very interesting department, primary instruction, does his own work better. The primary teacher who gets something of the broadening effect of true high school instruction, has an enlarged vision of education. The teacher of the ungraded school has, often, primary, secondary and high-school work to do, and should, therefore, have a deep interest in all.

I have read with interest and carefully considered the articles suggesting changes in the county institute. Some valuable suggestions have been made; but I am still of the opinion that great good has been accomplished by the institutes conducted according to the old plan of securing foreign talent in the shape of one or two noted educators, and then devoting part of the time to an interchange of opinions and experience among the teachers of the county. It will do more towards bringing together the different classes of teachers than any plan which overlooks the attraction of a leader,—an acknowledged leader,—in educational thought. Superior men and women have done noble work as instructors in our county institutes in Ohio. Perhaps some have received little or no benefit from their instruction.

There have been seeds which have not sprouted, although they have received the blessed sunlight and refreshing showers. But those who have been cheered, warmed, strengthened, aided in mental and spiritual growth, must bear testimony to the value of one source of fruitful influence.

MORAL TRAINING IN PUBLIC SCHOOLS.

9

BY E. E. WHITE.

All persons who are well informed respecting the attention given to moral training in our public schools, must be surprised at the assertions often made by those who are interested in church schools. In his address before the National Educational Association at Madison, Monsigneur Capel, the distinguished Catholic prelate, assumed, with charming simplicity, that the training of American public schools is confined to the intellect and the body, and that it ignores the education of the will and the heart. He seemed to be under the impression that it was conceded by American educators that moral training was not a function of the public school, and that the school system of the United States is actually conducted on this fatal error.

Nor is Mgr. Capel alone in this view of public school training. It is met with in Protestant religious papers, and is even heard in Protestant pulpits. The assumption that intellectual training is the sole function of the public schools is made the basis of many of the appeals for the founding and support of denominational schools.

This erroneous impression doubtless arises from a failure to discriminate between technical, formal religious instruction and moral instruction. When the Rev. Mr. Fraser (now Bishop Fraser), of the British "Schools Inquiry Commission," visited this country and learned that no time was set apart in American schools for teaching the catechism and other technical religious instruction,—so common in the parochial schools of England,—he quite naturally inferred that moral training was also neglected, but a wider and closer observation *inside* of the public schools of the country disclosed the presence of not only moral training, conscientiously given, but moral training vitalized by religious influences and sanctions. This is the conclusion of every wide and fair observer who has seen the inside of the American school.

The writer is somewhat familiar with the schools in several States. He has met many thousands of American teachers in their associations and institutes, and has not only addressed them on the duty of vital moral training, but has listened to much instruction on this topic, and, as a result, he is able to say that, if there be one topic on which American teachers are agreed, it is *the duty of the public school to provide effective moral training*. He has never heard the proposition disputed that character is more important as a school result than mere intellectual training, and he believes that American teachers, as a class, feel a deep concern respecting the moral results of their labors.

While this is true, it must be conceded that many teachers give too little attention to character-building, and that the practical results of the moral training of the schools generally are not altogether satisfactory. It is unquestionably both desirable and possible to improve our school methods of moral training—a fact most keenly realized by the thousands of conscientious teachers who are faithfully striving to do their full duty.

The unsatisfactory character of the moral training in many schools is due, in part at least, to the fact that not a few teachers have been confused by the wide conflict of opinion on the question of religious instruction in school, and, as a consequence, they are not training their pupils in character in accordance with their better judgment or with their best power. Most of the speakers and writers on this question have failed to make a clear distinction between the effective use of religious influence and sanctions in the training of the conscience and the giving of

technical religious instruction. The absence of the catechism and other formal religious *instruction* has been assumed to be the absence of religion, and the denial of the right of the public school to give sectarian religious instruction is supposed to necessitate a denial of the right of the teacher to use any religious influence, sanction, or authority in moral training. The confusion of these two very dissimilar views is the source of much of the weakness of school training in morality, but, happily, thousands of Christian teachers have no such confusion *in their practice*. The great majority of American schools are religious without being sectarian, and it is high time that this distinction were recognized by all advocates of public education.

The truth lies between the two extreme views on this subject—the one asserting that moral training in the public school must be completely divorced from religion, and the other claiming that technical and formal religious instruction must be made the basis of all moral training, and that the absence of such instruction in a school renders its moral training futile and ineffective. There is a practical mean between these two extreme positions, and its universal recognition is very desirable.

What is needed to give efficiency to moral training *in school* is not formal religious instruction, but *religious influence*—the enforcing of the authority of the conscience by religious motives and sanctions. When a witness appears in court to give testimony, he is not formally *instructed* in religious doctrines, but his conscience is quickened and its authority reinforced by an oath that appeals to the Supreme Source of right and the Omniscient Searcher of hearts. A similar use of the sanctions and authority of religion is necessary to quicken the conscience of the young and make it regal in the life. Whatever may be true respecting the necessity of the religious oath in administering justice in a Christian country, it will never be practicable to dispense with religious sanctions and influence in the moral training of youth.

We have little confidence in the efficacy of any system of moral training that may properly be characterized as *godless*. Every moral code that commands and secures obedience derives its highest and most restraining authority from religion, and this is as true in pagan as in Christian countries. Back of the "Thou must not" of the conscience must be heard the "*Thou shalt not*" of the Lord. Let right and wrong be made to rest solely on human authority, and the restraining power of the conscience is sadly weakened. Virtue is soon regarded as mere self-restraint, temperance as moral cowardice, and theft as the secret redistribution of wrong accumulations!

What is needed for the effective moral training of the young is not only conscientious and positive instruction in morals, but the making of the conscience regal in conduct by the proper use of the sanctions and authority of religion. To this end a Christian teacher is better than the catechism, and a reverent recognition of Divine authority is better than Scripture exegesis. The wise Christian teacher has no difficulty in finding the practical mean between godless moral training and a sectarian religious instruction.—*Indiana School Journal.*

MORAL INSTRUCTION.

BY W. R. C.

So much has recently appeared in the newspapers, school journals, and teachers' associations on this subject, that some are led to ask in wonder, Why this flood of papers and speeches on moral instruction in public schools? Why this tendency to magnify the necessity for such instruction, as though there were none at present? Are the children of to-day growing depraved? Are they learning to lie, to swear, to use profane or obscene language? [Far too many of them are.—ED.] Are the schools securing training of the intellect at the expense of the heart? Or can it be that the Catholics have frightened public speakers and writers with the sectarian cry of "godless schools?" Or is it, after all, only an epidemic of talk that must have its day?

Whatever it may be, whatever its purpose, it has gained so much attention—has so nearly gained for itself the name of a reform in public school work, that public school pupils may soon expect to be flooded with specific directions concerning their outward behavior and inward state, to be daily tortured with school-room platitudes and formal injunctions ready made and served to meet any possible case of juvenile wickedness.

That such results are not desired by the advocates of more moral instruction does not preclude the possibility of them in a great many schools.

Do existing conditions justify the attention given the subject? Have those who urge an increase of such instruction discovered a lack of it on the part of teachers, or a need of it on the part of pupils? This has not been, and I think will hardly be, affirmed even by the most ardent advocates of moral instruction.

Considering that many of the school children come from homes where intemperance, profanity, and other vices are common, it is a

wonder that they are as well behaved and upright as they are. I am daily among from five hundred to a thousand pupils, and often with them at their plays and on the street, yet I have not heard an oath for months. Passers-by are seldom, if ever, annoyed or ill-treated. Intentional ill-usage of each other is rare. Stealing of pencils, books and articles of clothing, though freely exposed, is very uncommon. Lying and deception, though not common, are the most frequent faults among them; and I presume they have always been, as, indeed, they are with older people. Smoking, even upon the streets and in the evening, is seldom seen. It is much more rare among school boys than among others. I believe this condition of things prevails generally in graded schools throughout the country.

In schools taught by judicious teachers who confide in their pupils, and who have a strong personal influence for good and honest work, these evils, one and all, very nearly disappear, and this too, without special attention being given to instruction in morals. I have yet to discover that any of the faults of school children decrease in the ratio of the amount of lecturing they receive. If a teacher treats a lie or an oath as something despicable, and punishes firmly and with few and well chosen words, the heinousness of the offense will be impressed upon the minds of the pupils, and she gains their respect for so treating it. It is a question whether wrong doing among children can be prevented in any other way. Experience and observation are the best of disciplinarians. It is better that a boy have a *little* experience in wrong-doing with a *cure*, than much counsel and weak punishment with oft-recurring faults.

Much that is said on moral instruction is based more on sentiment than on real existence of immorality among pupils. The district and village schools of thirty years ago would not begin to compare with the present graded schools in the matter of morals. The language used by the boys of those days, and the appearance of school-buildings and books, bear testimony to this.

Take from the pupils the trashy reading so frequently supplied them, and substitute good wholesome books and papers; put into the schools good teachers, who love equity, truth and purity, who have strong wills to command and enforce methodical habits in work, and who feel interested in the sports and conversation of the pupils, and good morals will be thoroughly inculcated without formal lectures on the subject.

Great events are enveloped in great causes, and the future is evolved out of the present by laws unerring as those which regulate the processes of nature.

"IMPROVEMENT IN TEXT-BOOK METHODS."

BY C. N. G.

In the March number of the MONTHLY a contributor refers to the need of improvement in our text-book methods of teaching. Methinks I hear a great amen to that sentiment.

Our text-books, to begin with, are prepared, for the most part, from the poorest teacher's standpoint. Why? Because it pays. It pays the publisher, if it does ruin the schools and deepen the ruts into which the teacher has settled. But publishers are not so much to be blamed. They prepare their wares for sale, to make money out of them; of course they do. It is their business to supply the demand, and the demand is determined by the bookish teacher who has never had an idea beyond the question-and-answer text-book; who has never thought a thought, nor wishes to be troubled with the "pesky thing."

Why this inertness, this routine, this slavishness to what has been, this everlasting looking backwards to the dead past, as if the divine power of building higher had departed and left the profession in the stocks?

The text-book no-thought teacher takes pride to himself in his unshaken stability. He is not blown about by every wind of doctrine. He has proved all things and holds fast to the bottom round. His text-book must be as fixed and as immovable as himself. It must keep near shore—must not venture a question that can not be answered, yea or nay, for whatsoever is more cometh of evil. His text-book must be of the question-and-answer sort, appealing to the god and goddess of memory. It is impious to suppose the youth under his text-book instruction has any other faculty than "divine" memory. Rule *by rote*, which takes the place of reason, must be learned "by heart," though the heavens fall. He believes in thoroughness, he does. He would have "Andrews & Stoddard's Latin Grammar committed from end to end, exceptions and all." So text-books are made to suit that class of teachers, too numerous to mention, who control the market. This style of book reacts upon the inert "professor," if any thing can be said "to stir the dead," and thus the one begets the other more and more like unto itself—an example of perpetual motion, or death in a circle.

If we would improve our text-book methods we must demand living, investigating, thinking teachers, who, in turn, will demand text-books that do not stand in the way, with their skeleton outlines and fixed up questions, as if teachers did not know enough to ask their pu-

pils how many blue beans it takes to make five. The best work is done by live teachers in defiance of these books, by outside aids.

Take an average text-book in history or geography. The text is a mere skeleton of outlines which give no color, no perspective, no life, no wings to imagination, no inspiration. The descriptive text of many of our geographies is more like the skeleton of one of your "dry-as-dust" sermons, an outrage on child-nature. These "outlines" might be of use in calling up former pictures of countries and peoples, but there is nothing as yet to be called up; nothing has been pictured with the life-like coloring and vividness required by child life. Yet such dreary descriptive text, which does not describe, must be committed and recited word for word. The murderers of the innocents killed only the bodies of their victims, but these shackles cramp and kill the soul, or drive the boy to the street to save himself from intellectual petrification. There is a better way. Instruction may be so presented that the school-room shall be the doorway to the new life.

A good text-book is a good servant of a wise master, but a majority of teachers are the willing bond-men of poor text-books. Let us declare our independence. Let us be free.

CHOICE THOUGHTS.

The teacher has a wide field of study when he opens the book of a child's soul. He soon feels, even before finishing the first chapter, that he must come into direct contact with the whole life of the child, not in school-hours only, when under the necessary restraints of text-book study and recitation, but at recess and before and after school, in the rush and crush of his free life.

There is a bond which binds the child to God and God to him; and our highest efforts as teachers should be to cultivate that deep reverence of the soul which, in recognizing such bond, feels its absolute dependence and rejoices in it, feeling exalted in such sublime humility. This does not of necessity require in the school the teaching of any confessional form of theology. There can be a deep soul-feeling of God's presence, giving to the whole spirit of children the reverence of prayer. Is not the most precious memory of every gray-haired man that has not wasted his life in selfish worldliness, the Christian lullaby of his mother, and the almost infant tenderness that thrills him as he lisps again,

"Now I lay me down to sleep,"

feeling that his weary head rests once more on her lap, where Heaven came so near his soul? Can the mother or the teacher afford to neglect this element of reverence and prayer and communion with the Eternal? We may not use the Augsburg Confession, or the Thirty-nine Articles, or the Westminster Confession, or the Heidelberg Catechism, or the Articles of the Council of Trent, in the school-room; but God may be there, and reverence for his Holy Name may form the very atmosphere of it. . . . A child is not a spiritual blank, a lump of animated flesh and nothing more—bound to earth and only earthy, without any fellowship with Heaven, and unmindful of his high origin and destiny; and God forbid that a teacher should hold such a view.—*E. E. Higbee, in Pa. School Journal.*

OH, brother schoolmaster, let us remember evermore the exceeding dignity of our calling! It is not, indeed, the holiest of all callings; but it runs near and parallel to the holiest. The lawyer's wits are sharpened, and his moral sense not seldom blunted, by a life-long familiarity with ignorance, chicanery and crime. The physician, in the exercise of a more beneficent craft, is saddened continually by the spectacle of human weakness and human pain. We have usually to deal with fresh and unpolluted natures. A noble calling, but a perilous. We are dressers in a mental and moral vineyard. We are under-shepherds of the Lord's little ones; our business is to lead them into green pastures, by the side of refreshing streams.—*Anon.*

There is a fit time, and place, and manner in which to say and do things for the heart's good. Precisely when, where, and how, I cannot tell you; nor can any one. They must depend on circumstances, and these can be known only by yourself. It may be, at the opening of school, in some recitation, on the play-ground, or often the close of school. It may be, when God speaks in the thunder, smiles in the flowers, or blesses in the bounteous fruits. It may be in the school-room, by the wayside, or in the grove. At any time, in any place, and in many ways, there will be opportunities to reach the heart by the still, small voice, uttered in tones of kindness and love. Seek every opportunity and improve it.

But, if you would succeed in making any true and lasting impressions, you must yourself be a "living epistle," read and felt by your pupils. What you would have them become, you must be,—a bright and consistent example of all that is lovely and lovable. You must not only *point* to the right, but *lead* the way, and by your own cheering words and kindly acts lure the little ones to follow.—*Chas. Northend.*

SLANG IN SCHOOL.

BY E. E.

The culture of an individual may be more readily estimated by his language than by any other means. Coarse, vulgar thoughts find expression in words of the same low character, while ideas expressed in clear, chaste language, however simple, cannot fail to impress the hearer or reader with a sense of the purity of mind and the educated thought of their author.

The use of pure language creates a taste for still better expression, and that, in turn, exerts a refining influence upon the mind, that will be manifest in any society, and will always secure the esteem of others over whom it thus exercises a power for good.

It is, then, not the least part of an education to be able to express ideas clearly and forcibly, but the use of slang has become so prevalent in our common schools that the ordinary conversation of school children is disgusting to cultivated minds. This is due, largely, no doubt, to association with uneducated persons from whom are learned forms of speech that are allowed to remain uncorrected until their use gradually becomes a part of the child's nature. Parents too often pay no attention to the language of their children, and if they receive any training in this particular, it must be at the hands of the teacher. But even here the fault is often unnoticed, for many common school teachers are themselves given to the use of slang to such an extent that they rather confirm their pupils in its use than correct the evil.

The only way by which such habits of speech can be effectually broken up, and a chaste and pure language cultivated, is by persistent effort on the part of the teacher. School readers abound in choice literature, and from this the live teacher can draw lessons that may be impressed upon the minds of his pupils, instilling into them an appreciation of the beautiful in literature, and cultivating in them a taste for good language, that will effectually break up the habit of using slang.

The teacher should also bring to the notice of his pupils, the bad tendencies of loose speaking, but this should be done kindly, often indirectly, lest the end be frustrated by subjecting the pupil to the ridicule of his fellows.

Ada, O.

There are degrees of courage, and each step upward makes us acquainted with a higher virtue. He has not learned the lesson of life who does not every day surmount a fear.

LEARNING TO READ.

BY DR. H. RULISON, SUPT. SCHOOLS, WATSEKA, ILL.

THE FIRST LESSON.

We place before the child a simple picture. A man ; a table by his side ; a hat on the table ; a mat on the floor ; a cat on the mat. This is our picture to suggest ideas. The prominent object is the man. We ask, "What is it ?" The child answers, "It is a man." We place the picture out of sight and write on the board, "It is a man." The writing itself attracts attention. There is nothing on the board but this one sentence. The child has said, "It is a man ;" we write, "It is a man." The child has now to learn to associate his spoken words with our written words. We point to the written words in succession and say, "It is a man." As we point the child says, "It is a man." This is repeated many times. The association is soon established. The words "it" "is" "a" "man," are learned so well that the child can pronounce them in whatever order they may be pointed out. Thus ends the first lesson.

THE SECOND LESSON.

We place before the child the same picture as before. Pointing to the mat we ask, "What is it ?" Answer, "It is a mat." We write on the board two sentences : "It is a man," and just below it, "It is a mat," in this way :

It is a man.

It is a mat.

The child reads the first sentence first. He then begins to read the last sentence. He reads until he comes to the word "mat." At this word he hesitates and stops, for "mat" looks different from "man." We tell him it is "mat." He then reads both sentences without further trouble. We call his attention to the words "man" and "mat." How do they differ ? One ends with "n" the other with "t." The child sees dimly that the words are made up of parts. Thus ends the second lesson.

THE THIRD LESSON.

We place before the child the same picture again. Pointing to the cat we ask, "What is it ?" Answer, "It is a cat." We write :

It is a man.

It is a mat.

It is a cat.

The child reads without difficulty till he comes to "cat." We tell him it is "cat," when he reads the three sentences with ease. We

call his attention to the words "mat" and "cat." How do they differ? One word begins with "m," the other with "c." The child sees less dimly that words are made up of parts. Thus ends the third lesson.

THE FOURTH LESSON.

We use the same picture again. Pointing to the hat we ask, "What is it?" Answer, "It is a hat." We Write:

It is a man.

It is a mat.

It is a cat.

It is a hat.

The child reads easily until he comes to "hat." We tell him it is "hat." He can now read four sentences. He sees the "h" in "hat" differs from the "c" in "cat." He may now learn the letters m, n, t, c, h, a. Thus ends the fourth lesson.

What has the child learned in these first four lessons? He has learned to read four sentences. He will never forget the idiom "it is." Whenever and wherever he sees these two words he will never hesitate to pronounce them. The word "man" is as thoroughly learned; the word "mat" less thoroughly; the word "cat" still less so; and the word "hat" least of all. The child sees dimly that the words are made up of letters, and he knows a few of them. The idiom "it is" means nothing to him, though it stands for spoken words. But the words "man," "mat," "cat," and "hat," represent ideas, and the stimulus in these lessons is the idea—the method is practically the word method.—*Educational News.*

THE WORLD'S EXPOSITION.

MR. EDITOR:—Having vacation during the last week of February and the first week in March, I left the ice and snow of the Western Reserve for a more congenial clime. The route was the Queen & Crescent from Cincinnati—a splendid road, the train making good time and rushing along as if trying to annihilate distance. We sped over and through Kentucky's and Tennessee's mountains, across the barren soil of Alabama, among the cotton fields of Mississippi, and along the bayous, swamps and canebrakes of Louisiana, until, after crossing six miles of the dirty water of Pontchartrain, we at last came to the much talked of Crescent City, the pride of the South.

New Orleans is only 20 feet above sea level, and from 4 to 8 below the Mississippi; consequently the soil is damp and the climate moist

and malarious. These, with the filth and garbage of the streets, and the lack of proper sewerage, make New Orleans the favorite abode of Yellow Jack. I was particularly struck, while there, with the large number of persons in mourning.

The people, as far as I observed, are kind, peaceable, and pleasure-loving. I noticed no rudeness on street or car. Their theaters, museums, parks and other pleasure resorts, are numerous and prosperous. The stores that seemed to do the most business were those that dealt in fancy articles.

The public schools of New Orleans are about 50 in number, not including academies. There are, besides, a large number of private and parochial schools, the latter of which are to some extent supported by the public funds. Many of the public school buildings were built from funds left by benevolent persons and are named after the donors; as for instance, the McDonogh school, No. 16. Happening one day to meet the superintendent, at his office, and expressing a desire to visit schools, he informed me that he was just going to McDonogh school, No. 8, one of the best boys' schools in the city, and would take me along. I found the school in good order, the pupils bright and studious, but the principal somewhat irritated because the Board of Education had, that morning, without consulting him, taken away one of his teachers, and had left 40 pupils for him to distribute among the other teachers.

I attended two sessions of the International Congress of Educators. Dr. White's communication in the April MONTHLY gives a good idea of the proceedings of the Congress. I could scarcely suppress a smile when Secretary Newell said to the 25 or 30 present, "The *Congress* will please come to order." A glance at the preliminary program of the "Congress" will convince any one that there is, after all, considerable buncombe among teachers. What the Congress lacked in quantity, however, was made up in quality. The papers and addresses I heard were most excellent, and worthy of an audience of thousands.

I hesitate to write about the Exposition, scarcely knowing what view to take. As a teacher, I noted many things for future use in my classes. I saw specimens, casts, reproductions, or fossils, of nearly every known animal, ancient or modern. There were deep-sea specimens, curious and interesting, together with apparatus used in obtaining them. Specimens of rocks, ores, minerals and precious stones, of every State, recalled many things of which I had read, but which I had not seen. Fruits, flowers, shrubs, trees and plants of nearly every zone were there to instruct one in the productions of nature, while on every hand, in wonderful profusion, were visible, the products of the skill and ingenuity of man.

The educational exhibits were as varied as they could well be. There were all sorts of school furniture and appliances—physical apparatus, maps, globes, and charts—that made one sick at heart because he could not have them. Pictures and plans of school-houses, constructed on hygienic principles, decorated the walls. Occasionally could be seen small “dark rooms” for the performance of experiments in chemistry and luminous electricity. I saw samples of pupils’ handiwork in wood, leather, straw, and cloth. Of course they were very fair, when we consider that they were made by mere boys and girls; but they all bore the stamp of inferiority when compared with the same goods in the exposition. A number of schools had sent bound volumes of their examination papers of all grades. These papers did not enchant one as reading matter, yet they are probably the best exhibit of the real intellectual progress of a school that can be obtained. Specimens of drawing were exhibited in such abundance that a stranger to school work would infer that drawing was the chief end of a pupil. The fact is, we, as teachers, cannot exhibit our work. What we do is for the mind, and is like bread cast upon the waters, to return after many days. An exhibit of the outward or mechanical part of our work can be outstripped by a single brewing establishment of Milwaukee, but the result of the inward culture that we confer may be seen in the intelligence of the face, in the productions of the press, and in the refinements, architecture and traveling facilities of our people. In the *April Century* we are told that the success of the mortar fleet, in the bombardment of Forts Jackson and St. Philip, was due to the precision of the mathematical computations of Mr. Gerdes, who stationed the vessels. 16,800 shells were thrown a distance of two miles, and nearly all fell within the forts. The charts and figures used in the computations would look modest on exhibition, but who can exhibit the mental processes?

I chanced by the kindergarten department one day, and hearing a march played on a piano, I saw that some ambitious kindergartner had a dozen little children on the floor marching, for the amusement of a few visitors. The visitors *were* amused, and the teacher mortified, by the persistency with which the little ones (only 4 or 5 years old) would get out of step and forget the maneuvers they had been taught. I did not pity the teacher, even if she did have her class on exhibition at the World’s Exposition; but I pitied the children, and wished that some great apostle would arise to teach us the folly of the desire that is in us nowadays to have children *do* something as early in life as possible. Such an apostle might teach us to let Nature, in her own good time, prompt them what to do and when to do it.

Garrettsville, Ohio.

J. E. MORRIS.

TO THE WOOD ANEMONE.

BY CARRIE CHEYNEY.

When spring breathes soft through woody vale,
I love, sweet flower, thy birth to hail;
In shady covert, then, I know
Thy purple-tinted blossoms blow.

Lovely flower of gentle mold,
Thy graces rare all now unfold;
Thou dost adorn each wood and dell,
Wherein thy beauteous petals swell.

The morn beholds thee crowned with gems,
Thy sparkling dew-drop diadems.
What artist did thy brown stem paint,
What master hand thy petals tint?

Thy graceful head will gently bend
As o'er thee blows the vernal wind.
Thou tellest of His love and power,
Whose smiles are seen in every flower.

Wooster, O.

WAKE UP!

The following is the closing of a paper on "Rip Van Winkle," read, some time ago, before the Meigs County Teachers' Reading Circle, by E. H. Eaves, of Racine, Ohio. Irving's story is turned to good account:—

In this story of Rip Van Winkle, hear the voice of the past, speaking unto the present. It tells in no uncertain accents of the danger of getting left. We live in an age of progress and ceaseless activity. The world is now faster than ever before. We are keeping time with the puff of the locomotive, and the click of the telegraph. Thought rides upon the wings of the morning and "helloes" in the ends of the earth. "Progress" is the watchword of the age, and the cry is being sounded all along the line. Workers in the realm of matter, and workers in the realm of thought are alike pressing forward. The entire array of arts and sciences are stepping to the front.

There is no reason why common school education should not keep

time with the music of the age. There is every indication that it is beginning to do so. Just now there seems to be an educational awakening all over the land. Alike from the rugged hills of New England, the rolling prairies of the West, and the sunny glades of the South, comes the watchword, progress. Its reverberations are ringing up and down the hills and valleys of our own Ohio. We propose to keep abreast of the age. Some of the Rip Van Winkles are waking up. The Reading Circle is causing a rattling among the dry bones. The days of fogysm are numbered. The educational Van Winkles will be left to run along in their little narrow ruts while the vast busy world moves on. Fellow teachers, this is no time for us to sleep. We know not what moment we may be called upon, and if we be not ready at once to respond, "here," the world will move on, and the one opportunity of our life will be gone. We must be armed and equipped for progress, and ready to march at a moment's warning. Now is the time for action, for earnest, systematic, intelligent effort. We must be up and doing, or we shall surely be left, as was poor Rip Van Winkle, for

"New occasions teach new duties ;
Time makes ancient good uncouth.
They must upward still and onward ;
Who would keep abreast of Truth."

NOTES AND QUERIES.

"AN OUTRAGE" ?

A few days ago, at a township election, while looking over the receipts and expenditures of the township board of education, I got into a discussion with a tax-payer about the taxes caused by the large amount expended annually for common schools. He said the schools were a very expensive luxury and an outrage on the tax-payers. He told me he had been informed by one who claimed to know, that the school board of Hamilton, Ohio, spent more for common school education than would be required to give every child in the place a collegiate education.

I did not attempt to refute the statement because I was not familiar with the statistics of the Hamilton schools. It does not seem reasonable, but I have often thought that we do not derive benefits from our school system commensurate with the outlay. Am I right? If so, what is the reason, or whose fault is it? Dividing the amount paid the teachers by the number of teachers in the township we found their average wages to be four hundred and seventy-five dollars per year. I did not think that a very large sum for a year's work ; but he said if

he were the manager of the tuition department of the township it would be considerably less. On account of the number of young teachers now *made*, he could hire for much less money. Would that be the cheapest in the long run?

Another point brought up was that we have passed far beyond the limits of the original purpose of the common schools. This was to give rudimentary instruction in reading, writing, orthography, arithmetic and geography; but in the cities and villages especially, we are giving instruction in many higher branches at the public expense. I did not feel that I was old enough, or sufficiently skilled in debate, to meet these objections as they should be met. The gentleman was not what I would call a skinflint, but a well-informed man about sixty-five years old, who seemed to know what he was talking about.

I write these few lines to elicit from some of our experienced educators a suitable answer to these objections. We younger teachers need a little help now and then to enable us to hold our own with such objectors. Who will respond?

JAS. KEELING.

Bevis, Hamilton Co., O.

How does this old gentleman know so well just what was "the original purpose of the common schools?" But suppose he is right about that, by what authority does he undertake to say that no progress shall be made,—that we in this day of luxury and refinement shall be restricted to the meager education of the pioneers? Our modern life requires a very different education from that which was suited to the primitive state of society in this country a hundred, or even fifty, years ago. We trust some of the brethren will answer more at length next month.—Ed.

A PLEASANT TERM CLOSED.

DEAR MONTHLY:—I have just closed a pleasant term of school. I had sixty-nine farmers' boys and girls, aged from six to eighteen years, with sixty-nine different degrees of advancement and capacity. I take and read five of the best educational journals, and owe them the credit I get for the success I have had.

In teaching geography I have used colored crayons for map drawing. By using blue for water boundaries, rivers, etc., red for land-boundaries, white for mountains and yellow for cities, the effect was very pleasing. The whole school was delighted, and the classes enjoyed their study. It gives work to the whole class at the same time, and holds none back; for, each one may draw all he knows. Questions are asked and answered by the scholars, under the teacher's guidance. In spelling, each pupil wrote all the words pronounced, upon his slate. This method gives no chance for inattention. Reading was made *an intellectual treat*, by causing the pupils, large and small, to *perceive* and express ideas, rather than to pronounce a succession of words in a monotonous and meaningless way.

Beside the preacher stands the teacher, both laboring for the same end. Their intellectual and moral qualifications should be up to the same standard, and they will reap the same reward

G. B. R.

OUR EVERY-DAY LANGUAGE.

We must not only teach grammar to our classes, but we must use language correctly in our talks with them. We must be ready, too, to say *why* a certain form of speech is erroneous. And in order that we may teach by example—which is so much more forcible than precept—we must guard carefully against some very common errors, notably:

1. The nominative instead of the objective form. "It is for you and *I*;" *I*, being used instead of *me*, which, of course, is the form when used as the object of a verb or preposition.

2. *Vice versa*. "It is him; *him* should be *he*—the same case (nominative) as "*it*."

3. The superlative degree instead of the comparative. "My apple is the best one." If only *two* things are mentioned the comparative degree should be used; the superlative, if three or more. [There is good authority for the use of the superlative when but two objects are compared.—ED.]

4. Superfluous words, "*I fell down*." "*A widow woman*." "*Sausage meat*," etc.

5. Wrong words. "It is muddy *weather*." "The *teakettle* boils." "It is a cold *day*," etc.

These and like defects should not be allowed to mar our speech; and yet how few of us stop to think that correcting such expressions in our pupils and avoiding them ourselves, is by far the most practical way to teach grammar, that schoolboy's bane? Try it if you never have, and see whether you cannot clothe the dry bones of grammar with a beautiful, life-like form!

LUCY.

THOSE INDEFINITE QUERIES.

The object of my contributions to the Notes and Queries department of the March number seems to have been attained. When I saw J. J. B.'s elevator question, I exclaimed, "Here is more redundancy;" but those initials gave me pause, and I concluded that that elevator had been especially constructed for the purpose of giving the unwary a hoist.

P. K.

ANSWERS TO QUERIES.

Q. 1, p. 181.—We are a little surprised that no answers to this query have been received. The question is one of practical interest and deserves consideration at the hands of those concerned in the management of our high schools.

We do not think that high school commencements have "outlived their usefulness." It is fitting that the faithfulness and perseverance of young people, which have enabled them to complete a high school course of study, should receive recognition; and we know no more suitable recognition than the public presentation of a certificate or testimonial and the congratulations of friends. Nor is there any impropriety in connecting with these occasions as much as possible that is bright and attractive—no valid objection to white dresses, ribbons and flowers. But ostentation and extravagance should be discountenanced. Gaudy display and parade of wealth on such occasions are not indicative of refinement and good taste.

Concerning the essays and orations of the young people, a good deal might be said. A few words will suffice for this time.

Each production should be, *as nearly as possible*, what it purports to be. No performer should be permitted to soar higher than his own wings will carry him. The young graduates should have placed before them every possible incentive to simplicity and *honesty*. A *select* oration, well memorized and delivered with clearness and animation, is far more creditable to any lad than the most eloquent "original oration" to which any well grounded suspicion attaches.

As to subjects, this rule always holds: Each writer should select a subject he knows something about. The studies pursued in the high school afford an ample range to select from, and nothing could be more fitting than that the graduating exercise should exhibit something of the knowledge obtained from the course of study just finished.

Having selected his subject, the next requirement should be that the writer confine himself to what he knows about it and put that in the simplest language. The excruciating efforts of some of these young people to produce something sufficiently grand for the great occasion, are painful to witness. One of the best and most pleasing exercises we ever heard at a high school commencement, was from a young lady whose first effort had been rejected because it was strained, unnatural, and full of high-sounding phrases. When told that she must try again, she was in despair; commencement day was almost at hand. A simple subject was suggested, with some general hints as to the handling of it. In a few days she handed in an essay which easily bore off the palm in a class of more than twenty. It began somewhat as follows: "What shall we girls do now? Here we are—sixteen of us: what are we good for?" And thus she went on to discuss with charming simplicity the possibilities of school-teaching, house-keeping, dress-making, millinery, clerking, etc., as occupations for girl-graduates.

If we could get the ear of every candidate for graduation this year, we would say in our most impressive tones, "*Be simple, be natural, be honest.*"—ED.

Q. 2, p. 181.—Etymology and syntax should be taught together, as an understanding of one depends upon the other. F. O. REEVE.

Some knowledge of the classification and grammatical forms of words should precede the study of the structure of sentences; but after this preliminary stage has been passed, etymology and syntax should be studied together.—ED.

Q. 3, p. 181.—Higher arithmetic ought not to be taught in country schools. A thorough mastery of any of the ordinary text-books, Ray's revised, White's, or Milne's, will fit one for general business.

North Bloomfield, O.

F. O. REEVE.

No; practical arithmetic is all that is necessary.

O. C. L.

I think it should, as it will more fully prepare those who will never attend higher schools for the active duties of life

ED. RYNEARSON.

Q. 4, p. 182.—Yes; in the study of the English language and its literature. This, of course, on the supposition that the teacher understands the language. As, however, very many of our teachers know English only very imperfectly, the question when asked with reference to them is not easily answered.

C. W. S.

No. No subject is so poorly taught. G. P. Marsh says in one of his lectures: "The construction and comprehension of an English sentence demand and suppose the exercise of higher mental powers than are required for the framing and understanding of a proposition in Latin." His reasons are excellent. Our beautiful mother tongue fits thought very closely. We do not want less time devoted to its study, but must rid our minds of the notion that the beauties and facts

of its grammar can be thoroughly mastered by immature minds, or of the vain and presumptuous claim that six years of Latin and Greek study make one a master of English grammar. The constant aim in teaching English should be to make correct, elegant, and cogent readers, speakers, and writers. Such teaching embraces correct and elegant pronunciation, the true meaning of words, etymology, syntax, analysis, and punctuation. I am aware of the aversion to the study of English grammar manifested by boys and girls just in their teens, and am fully apprised of how the said youth abuse our tongue. There are reasons for all this aversion and abuse, and they should be evident to every wide-awake teacher. We can never dispense with the study of English grammar. This would leave us without a foundation.

J. L. LASLEY.

Q. 5, p. 182.—Richard B. Rhett, editor of the *Charleston Mercury*.
Pricetown, O.

B. F. FARIS.

Robert Mayne, of South Carolina.

V. E. RUDY.

John C. Calhoun, whom the legislature of South Carolina threatened to place at the head of a "Southern Confederacy" in 1832, and who declared the annexation of Texas was solely for the purpose of extending the influence of slavery and securing its perpetuity.

The inaction of Buchanan did much to encourage the "secession movement," the spirit of which had long been fostered by Calhoun and his followers. Perhaps Buchanan should have the first place.

F. G.

Q. 6, p. 182.—To make the temperate zone 30° the torrid and frigid must be 30° also. Therefore the earth's axis must have an inclination of 30° .

F. G.

Answers to the same effect from W. D. Drake, E. D. Klose, V. E. Rudy, Ed. Ryneerson, J. L. Lasley, J. H. Beazel, and Wm. Reese.

Q. 7, p. 182.—It is owing to the rotundity of the earth and the obliquity of its axis.

V. E. RUDY.

Were we within the Arctic Circle, and not at the North Pole, we could see the sun, at least once in a year, directly in the north; then traveling south of the Arctic Circle and near it, the sun will be seen dipping below the horizon a few degrees west of our meridian, and soon emerging as many degrees east of it. As we travel south the sun continues below the horizon longer, and rises and sets more nearly in the east and west points of the heavens.

O. C. L.

Because the sun is sometimes north of a due east and west line. The plane of any vertical window in the north side of an east-and-west house, passes through the center of the earth and intersects the equinoctial, 90° east, and 90° west of the meridian of the window. Therefore, whenever the sun is north of the equinoctial, the solar ray will form an angle with the glass and be transmitted. The greater the angle formed by the planes of the window and the equator, the further north will the sun rise and set. Hence, on any summer day, the sun will shine more directly in a north window at Toledo than at Cincin-

nati. (In this question, why not place "only" between "of" and "23½ degrees?")

WM. REESE.

Springfield, O.

Those understanding the following, will see why the sun shines through a window in the north side of a house.

Let l = the latitude of the window, d = the declination of the sun's center, a = the altitude of the same when the hour-angle = h , and z = the azimuth. Then, $\sin a = \sin l \sin d + \cos l \cos d \cos h$ (1), and $\cos a \sin z = \cos d \sin h$(2).

Let us first suppose the sun on the equator; then $d = 0$, and at sunrise $a = 0$; then (1) and (2) give $\cos h = 0$(3), $\sin z = \sin h$(4). From (3), $h = 90^\circ$, or the sun rises at 6 o'clock whatever be the latitude. From (4), $z = h = 90^\circ$, or the sun rises directly in the east, when the sun just shines into the window.

For any other declination (+), make $a = 0$; then (1) becomes $0 = \sin l \sin d + \cos l \cos d \cos h$, whence $\cos h = -\tan l \tan d$(5). d now being a positive arc, its tangent is a positive number, and $\tan l$ is +, the left member of (5) is essentially negative, and h is greater than 90° , or the sun rises before six o'clock.

We also have $\cos a \cos z = -\cos l \sin d + \sin l \cos d \cos h$ (6). Now, because h is greater than 90° when l and d are positive and not 0, and $\cos a$ is always positive, we have by (6), at sunrise, $\cos z$ always negative, and therefore z greater than 90° , showing that the sun's rays proceed from a point north of east at sunrise as long as he is north of the celestial equator.

WILLIAM HOOVER.

Ohio University.

Q. 8, p. 182.—No answer received. Will C. E. F. answer?—Ed.

Q. 9, p. 182.—To please the sense of sight. How would the following appear to B. R.'s y (eye): The mesls mad Jon's sit wek and his voic hors?

F. G.

Silent letters preserve the ancestry of words, which is often a noble possession; but the disuse of them would bring all classes of words to the same ignoble level. To discard them would be practically to rob the language of its hoarded wisdom, wit, history and imagination.

J. H. BEAZEL.

Silent letters are used, 1st, to modify the sounds of other letters; 2d, to denote the origin or definition of words.

E. D. KLOSE.

Silent letters are of no present use; but they often have a historic use and interest. Not always, however. There is no satisfactory explanation of the origin of the w in *whole*, *wrapt*, and other like instances. There seems to be no reason for the g in *rough*, *daughter*, *might*; the l in *could*, one of the vowels in many digraphs, nor for the final e in many monosyllables. On the other hand the c in *scene*, the g in *gnaw* and *gnomon*, the k in *knave* and *knee*, the p in *receipt*, *plerodactyl*, *pseudo*, *psalm*, indicate the spelling of the words in the language from which they passed into the English. All silent letters were originally pronounced. They are evidences of decay, but we seem to hold on to them for the good they have done.

C. W. S.

Ohio University.

Q. 10, p. 182.—The tides being produced chiefly by the moon, will be governed by that body. As it crosses a given meridian 52 min. later than on the previous day, the tides will occur 52 min. later.

E. S. L.

To the same effect, E. D. Klose, V. E. Rudy, W. D. Drake, and J. L. Lasley.

Q. 11, p. 182.—Arkansas, the name of the State, should be pronounced Ar-kan-saw, because so decreed by the Legislature. This may be a mild form of State Rights, but I think the people of any State, through their representatives, have the right to establish the pronunciation of the name of their State.

The name of the river, I think, should be pronounced Ar-kan-sas. This is only my opinion.

W. D. DRAKE.

Eagle Grove, Iowa.

Q. 12, p. 182.—Subtract 6 from each number and the G. C. D. of the several remainders will be the required divisor. V. E. RUDY.

Where did you get the 6?—Ed.

Subtracting each of the numbers (except the last) from the number which follows it, we have 21, 42, and 84 as remainders. The greatest common divisor of these remainders is the required number.

B. F. FARIS.

How do you know?—Ed.

Principle: *A divisor of two numbers is a divisor of their difference.* Hence, find the consecutive differences of the numbers 27, 48, 90, and 174, which are 21, 42, and 84. The G. C. D. of these differences is the required number; it is 21.

E. S. L.

Is the application of the principle stated, to the problem in hand, altogether clear?—Ed.

Dividing each number (except the first) by the one immediately preceding it, we have 21, 42 and 84 as remainders, the G. C. D. of which is 21, the answer required.

F. G.

Why should this be so?—Ed.

Q. 13, p. 182.—The area of square not mowed is to area of field as $\frac{1}{2}$ is to 1, and their sides are as $\sqrt{\frac{1}{2}}$ and $\sqrt{1}$. Therefore, the side of the square not mowed is .7071 of the side of the field. 180 ft., the difference of the sides, is .2929 ($1 - .7071 = .2929$) of the side of the field. The side of the field, therefore, is 614 ft., and the area is $8\frac{1}{2}$ acres, nearly.

FENTON GALL.

Bell, Ohio.

Same result by slightly varying methods by Thomas F. Mitchell, R. Story, E. S. L., and W. J. Patterson.

Q. 15, p. 182.—“What” is an interrogative pronoun, object of “shall do.” “Wait,” if the answer of the one asking the question, is used for “I shall wait,” and its construction is evident; if the answer of another, it is in the imperative mood, second person, singular number.

A. M. M.

Berea, O.

Q. 16, p. 182.—“Sort” is a common noun, predicate nominative. “That” is a relative pronoun, has “sort” for its antecedent, and is in the objective case, object of “pays.” O. C. L.

Q. 17, p. 182.—“Go,” verb, subjunctive mode, pres. tense, 3rd, sing., subject “horse.” “Better,” adverb, modifying “go.” “The,” adverb modifying “better.” “Borrower,” noun, nominative case, predicate. F. O. REEVE.

QUERIES.

1. Is the Golden Rule or its equivalent found in the writings of Plato? If so, is it given in the negative or in the positive form?

E. S. L.

2. An applicant before a county board of examiners, having no experience in teaching, passes a satisfactory examination in all the studies, but fails in Theory and Practice of Teaching. Should he be rejected on that account?

B. F. F.

3. Should rewards or prizes ever be offered in school as incentives to study or good conduct?

E. R.

4. Should text-books in arithmetic or algebra contain answers to the problems? Why, or why not?

E. V. R.

5. What difference, if any, between the following terms used in our school histories: “First Colonial Congress,” First Continental Congress?

E. D. KLOSE.

6. Would a large open canal through the Isthmus of Panama have any appreciable effect on the Gulf Stream?

W. R.

7. Has Bolivia any sea coast? If not, when and by whom was its outlet to the sea cut off?

G. D. D.

8. Will some of the readers of the MONTHLY give us the direct rule for finding the *last* answer to prob. 72, page 405, Ray's Higher Arithmetic?

R. STORY.

9. A and B bought 100 acres of land for \$500. A paid 75 cents an acre more than B, and each paid \$250. How many acres should each have?

C.

10. A side of an equilateral triangle measures 16 feet; find the side of an inscribed square. Arithmetical solution.

J. J. W.

11. What is the origin of the infinitive with “to?”

J. H. B.

12. Is the word God a common, or a proper noun, in the following sentence?

“So weak our reason, and so great our God.”

Lebanon, O.

A. S. G.

EDITORIAL DEPARTMENT.

There are indications that Her Majesty's educational machinery is not altogether free from friction. There is considerable creaking in some of the joints. Recent numbers of the *London Journal of Education* contain a good deal of discussion *pro* and *con*, of charges of over-pressure which have been made against the upper grade public schools. It is claimed that there is over-pressure, and that it arises largely from ill-adjusted courses of study arbitrarily enforced, together with a system of examination grants which stimulate teachers and pupils to secure high percents—an impossibility without over-hours and cram. Besides a full day's work in school, evening tasks requiring two or three hours of hard study are set to be learned under penalties. The following evening task set for a boy eleven years old is given as a sample:

1. Two pages of French Grammar, involving the relative, interrogative, and indefinite pronouns.

2. Two chapters of *Cæsar* to get up for construing; writing out the principal parts of all the verbs in those chapters—there were thirty-eight.

3. The Latin Primer, viz: Syntax rule, with all examples; to learn for the first time.

4. A map of Australia; with instructions to mark on it what amounted to thirty entries.

5. To convert (by subtraction of algebraical equations) four repetends into corresponding vulgar fractions.

Truly a generous stint for one evening, for a boy of eleven. The headmasters and teachers say they can meet the requirements of the Code in no other way; and so the "task-masters" exact the "tale of bricks." Protests long and loud against this cruel system of "cram" come from many quarters.

On the other hand, it is claimed that the cry of over-work is a recent device of incompetent and lazy pupils and foolish parents, and that the boys of the past did more work than those of the present, and did it, too, without complaining to their parents and getting them "to send off straightway an indignant note to the master and a more indignant letter to the *Times*, and raise a 'scare' about over-pressure." One correspondent closes a communication with these vigorous words: "The present is an age of spoiled children, to be followed, it is to be feared, by an age of dunces. Would that the parents of England would open their eyes to the evil they are fostering. They have soft hearts—too soft, indeed!—but let them beware lest their soft hearts give their children *soft heads*. . . . Boys, as a whole, are *not* over-worked, and it is incumbent on all concerned not to encourage them in that longing for laziness which seems slowly but surely creeping over our British youth."

And thus the contest goes on. Blessed shall he be that finds the truth and holds it fast.

There seem to be other directions in which the Code, as understood and applied by the teachers, stands in the way of sound education. The following are cited in a recent report to the London School Board as typical cases:

"In a class of sixty scholars, I found ten or twelve sitting silent with folded

arms, while their class-mates were either at work or at play. Naturally I wanted to know why these lads were being punished; for punishment it certainly was. "These boys," said the assistant, are quite ready for the examination (due in four months' time); they have nothing more to do; and so I give my time to prepare the others."

"I put this question to the Third Standard of one of the best schools: 'A boy had 100 oranges; he gave his sister 27 and his brother 34; how many had he left for himself?' Out of 153 children, only 39 obtained correct answers, and 51, by the most extraordinary permutations, produced exercises in long division. The explanation of this extraordinary result is simple. The Code prescribes for the Third Standard compound addition and subtraction, and long division. The teacher in following the Code passed simple addition and subtraction, making examination instead of education the guide."

Lessons in common sense were surely not in the Code when the teachers and managers of these schools were under training.

Another point at which the machinery does not run altogether smoothly is the election of head-masters and assistants. Under the old regime the teaching force was virtually clerical. None but clergymen were held eligible to the position of head-master. But a rapid change has taken place and is still going on. The public schools and universities are passing into the hands of a lay teaching body, but not without uneasiness and resistance. The clergy mistrust their lay successors in the public schools, fearing "the gradual enthronement of a cold, half-intellectual, wholly unmoral spirit in the seat of education." But the hand-writing is on the wall; the teaching body will be less and less clerical and more and more laical. On this and other accounts the whole question of moral and religious instruction is up for a re-hearing.

OUR READING CIRCLES.

The progressive teacher reads. There is brought to his door, and thus placed within his reach, the latest of the world's news, from an educational, a political, a business standpoint. He fills himself by reading, and by thought digests the matter read. In this way he equips himself for the efficient discharge of his duties. He goes forth into his field of labor and usefulness with the consciousness of reserve power. His pupils are treated not only to the matter over which they have been tiring themselves for hours, it may be, but they are regaled with the abundant fund of incident, information, and suggestion drawn freely from the teacher's own treasury.

"What shall I read?" is the question often asked by young teachers anxious to acquit themselves well in the profession they have chosen. And it is well asked; for the number of books and papers is legion, and the young and inexperienced should ask of their superiors what it is best that they should read.

In response to this general query coming up from all quarters of our State, the progressive educational spirit, which we trust finds an abiding place in our State Association, has sent forth its formulated reply. A course of reading has been mapped out, and the Ohio Teachers' Reading Circle established, to help all who will avail themselves of its benefits, to a higher intellectual development. The hand of friendly fellowship is extended, and work suited to all is presented. Pedagogy, history, literature and science, a little of each, and a steady, methodical pull through a four years' course, is the light work imposed. A certificate of progress from year to year, and a diploma at the end of the course, attest the faithful efforts of its membership.

Its second year is drawing to a close. Hundreds of teachers, young and old, are in its ranks, and examiners throughout the State are bearing testimony to the good results attained by those who hold membership.

The Reading Circle was the product of educational enterprise and enthusiasm. Its germ had a good origin, and, brought into the sunlight of publicity, it at once blossomed into prophecy of an abundant harvest.

Fellow teachers, can you afford to be without the help of this Reading Circle? It is a spare-minute society. It picks up the golden moments that would otherwise be lost, and devotes them to a noble end.

"Time wasted is existence; used is life."

Many read the course of the Circle in the quiet of home, encouraged by the consciousness of companionship in the work, whether an opportunity to attend meetings is given or not.

By and by the four years' course will have been completed, and they who have become acquainted with the science and literature of the times in which we live, will hold all the best positions in our schools, simply because they are better equipped for their life work.

W. R.

That is not a pleasing picture which Froude draws of the irreverence and contempt for learning that prevailed in the days of Edward VI, when England was enduring the throes of the Reformation. A view of it may serve to encourage those who are shocked and alarmed by occasional manifestations of the same spirit in this day. May it not be that these manifestations indicate the existence of a greater degree of superstition and sham than we are wont to admit. Froude says:

"The effect upon the multitude of the sudden and violent change of religion, was to remove the restraints of an established and recognized belief, to give them an excuse for laughing to scorn all holy things, for neglecting their ordinary duties, and for treating the Divine government of the world as a bugbear, once terrible, which every fool might now safely ridicule.

The government, under pretense of checking superstition, appropriated all the irregular endowments at the universities. They suppressed the professorships and lectureships which had been founded by Henry VIII. The students fell off. Some, and those the wisest among them, 'took upon them mechanical and sordid professions.' Degrees were held anti-christian. Learning was no necessary adjunct to a creed which 'lay in a nutshell.' Universities were called 'stables of asses, stews, and schools of the devil.' While Peter Martyr was disputing on the real presence, and Lord Gray was hanging the clergy on their church towers, the wild boys left at Oxford took up the chorus of irreverence. The service of the mass was parodied in plays and farces, with 'mumblings like a conjuror's.' College libraries were plundered and burnt. The divinity schools were planted with cabbages, and the Oxford laundresses dried clothes in the Schools of Arts. Anarchy was avenging superstition, again, in turn, to be more frightfully avenged."

The progress of the Negro race in the United States in the last twenty years is one of the marvels of the age. Ethiopia is literally stretching out her hands to God. No other people ever experienced such great and sudden uplifting. In two decades they have risen from a state of abject slavery to the enjoyment of all the rights and privileges of full citizenship in the freest, grandest, and

most enlightened nation of the earth. And this change of outward condition is not more remarkable than their educational progress. Never before were such prodigious efforts put forth for the education of a people, and never before did an ignorant and degraded people manifest such eagerness to learn. There are to-day nearly a million Negro youths in the public schools of this country; and hundreds are attending higher institutions of learning, striving to fit themselves for the higher walks of life.

A recent number of the *Christian Advocate* contains the result of an inquiry instituted for the purpose of ascertaining the occupation of Negro graduates of certain colleges, seminaries and normal schools in the South. The whole number of graduates reported is 184, of whom 121 are young men and 63 young women. The following exhibit shows the employment of these graduates at the present time: Ministers, 24; teachers, 81; principals of seminaries, 6; professors in colleges, 3; physicians and medical students, 14; attorneys and students at law, 5; editors of newspapers, 3; members of legislature, 2; in government employ, 4; music teachers, 2; wives of professional men, 10; in business, 3; not reported, 3; deceased, 8.

Remembering the condition of this people but two decades ago, one is ready to exclaim, "What hath God Wrought!"

There is a darker side to this picture, but the one we present is much more pleasing to look upon, and it is true.

The recent death of Prof. Charles O. Thompson, Ph. D., of Terre Haute, Ind., deserves much more than a passing notice. And though he labored in a neighboring State, the teachers of Ohio can not be indifferent to the loss of one of the foremost educators of the whole country. Prof. Thompson laid down his burden of toil, while he was yet in the prime of his powers, for he was but forty-eight years old when the summons came.

He was graduated at Dartmouth College in 1850, and at once entered upon the profession of teaching. As the principal of an academy at Reacham, Vt., as master of the high school in Arlington, N. Y., as a lecturer on Chemistry at Mt. Holyoke Female Seminary for five years, then as principal of the Free Institute at Worcester, Mass., from 1868 to 1882, and finally as Principal of Rose Polytechnic Institute, at Terre Haute, his experience in the educational field was wide and varied. In addition to this, he visited Europe twice for the purpose of making investigations into the work doing in technical education there. When, then, he took charge of the Polytechnic school at Terre Haute, he was undoubtedly one of the best equipped teachers for such a work in America.

While the most of Prof. Thompson's life as an educator was spent in technical or industrial schools, he escaped the narrowing tendency which is the natural result of working in a special groove. It has not often been my good fortune to meet a man of such an open mind and of such a well-balanced judgment. While wholly true to the special line of work he had made his own, he saw clearly its subordinate relation to the broader and grander work of a general education which recognizes man as a being superior to any of his accidents; and never belittled the value of this general education for the purpose of exalting his own specialty, as the manner of some is. A classical training had no more enthusiastic advocate than he.

His broad and catholic views not unfrequently brought him into conflict with his fellow-laborers in the same field. But so comprehensive was his knowledge and so cool his head that I have no recollection of a single instance in which he did not successfully vindicate in debate the soundness of his views.

Prof. Thompson was a rapid and incisive speaker, full of originality and fire. To use Matthew Arnold's phrase, he always "thought straight and clear," and clothed his thoughts in such crackling idiomatic English that, though his voice was often heard in the associations with which he was connected, he was always listened to with delight, and generally with conviction. But he never seemed to talk to carry a point, but always from a profound belief in the correctness of his position. Indeed, intellectual and moral honesty was among the most striking of his characteristics.

His disposition was as generous and amiable as his intellect was keen and vigorous. In social life no one could be more natural and charming. And though his conversation was generally witty and of a subdued gayety, it readily took on a tone of the deepest earnestness and feeling. His death leaves a gap in the ranks of the National Council of Education, of which he has been a member from its beginning, which no man may fill. His life was short, but it was rounded out by acts and thoughts that will long survive him. J. H.

STATE CERTIFICATES.

The next meeting of the State Board of School Examiners will be held in the High School Building, Columbus, Ohio, and will begin Monday, July 20th, 1885, at 2 P. M.

Applicants will be examined in the branches necessary to a ten year certificate on Monday afternoon and on Tuesday. The examination for life certificates will be continued on Wednesday and completed on Thursday.

In no case will questions on any branch be given out until the regular examination in that branch.

Applicants for ten-year certificates will be examined in Orthography, Reading, Writing, Arithmetic, Geography, English Grammar, United States History, and Theory and Practice, including the Ohio School Law.

In addition to the branches named above, applicants for life certificates must be examined in Algebra, Geometry, Physics, Physiology, General History, English Literature, Rhetoric, Civil Government, and three branches elected from : Geology, Chemistry, Botany, Astronomy, Zoology, Plane Trigonometry, Latin, Greek, French, German, Logic, Anglo-Saxon and Early English.

Applicants for either grade of certificate, must present testimonials from leading educators, stating that such applicants have had at least five years' successful experience in the profession of teaching.

These testimonials should be forwarded to the Clerk of the Board at least thirty days before the date of examination.

Successful applicants for ten-year certificates may have additional branches added to their certificates, by undergoing the same examination in such branches as candidates for life certificates.

Persons holding ten-year certificates, granted by this board, may, at any sub-

sequent meeting of the same board, receive life certificates by passing an examination in the required branches.

Knowing that real scholarship demands concentration, it is the intention of the board to give due credit for eminent attainments in any particular line of study.

By order of the Board.

M. MANLY, Clerk,
Galion, Ohio.

We do not think with W. R. C. that there is a tendency to magnify unduly the importance of moral training in schools. His caution against an unwise choice of means and methods is timely; but we do not believe there is any danger of exaggerating the importance of the work itself. This nation has no greater interests than the right moral training of her youth; and we are profoundly impressed that "existing conditions" more than justify all the attention the subject is receiving. As long as there are children to instruct and train, so long will the necessity exist for directing attention strongly to this most important part of the work.

We rejoice in the fact that thousands of conscientious teachers recognize their obligations in this direction and are striving to do their whole duty; but we lament that there are other thousands who are indifferent and negligent.

Something more than a negative morality is needed. As Dr. White well says, "the sanctions and authority of religion are necessary to quicken the conscience of the young and make it regal in the life." There is no moral training deserving the name which is not based on the foundation principle that God rules in the affairs of men.

For clear statement and sound teaching on this whole question, we commend to our readers the short article in this number from the pen of Dr. White. We do not think his position can be successfully assailed.

All will admit that the child acquires the new process more readily by having it associated with something simple, amusing or familiar. A personal experience illustrates how we not only learn more quickly what is associated, but we also retain it for a longer time. For twenty years the old bugle-calls, once so familiar to the soldiers, had scarcely been recalled to my mind, and when lately the effort was made to bring them back and represent them, only two would obey the summons and emerge from the gloom. One of these—the stable call—was associated with a verse that ran thus:

"Come to the stable, all you that are able,
And rub down your horses and give them some hay;
If you don't hurry, the boys will all curry,
And mount on their horses and canter away."

The other was indelibly stamped on the mind by a "memory gem" of equal literary merit, but it is not well to load the MONTHLY with more than one of them.

A.

An old French writer gives this definition of man as the true basis of a rational system of education:

"Man is a soul united for a period of probation to an intelligent animal. The intelligent animal shall possess the goods of the earth for which it is born, and the earth shall be its tomb. The soul which is the very man, if it has lived according to the order of things, shall enjoy the immortality which it foresees, the heaven of which it has a glimpse, the God to whom it prays. Life is not an expiation, it is a trial. Death is not a punishment, it is a law of nature."

We would direct special attention to what Dr Peaslee says about "Ohio History in Ohio Schools." The approaching centennial celebration of the first settlement of Ohio should stimulate teachers to see that every child in the schools of Ohio is made familiar with the history of his own State. We most heartily second Dr. Peaslee's proposition to hold celebration exercises in every schoolhouse in Ohio.

The Beacon Publishing Company, of this city, has prepared new and beautiful designs for high school diplomas, which we commend to the attention of all concerned. Our friends in need of diplomas should send for samples. They will find the *Beacon* men reliable and accommodating.

The institute season is approaching. Our friends will confer a special favor by giving us promptly full information concerning the institute arrangements—time and place of meeting, instructors engaged, and names and postoffices of officers.

EDUCATIONAL INTELLIGENCE.

—The Summer School of Languages at Amherst College will be in session from July 6 to Aug. 7.

—The third annual graduating exercises of the Doylestown high school occurred March 27.—9 graduates.

—The Pennsylvania State Teachers' Association will hold its next session at Harrisburg, July 7th, 8th and 9th.

—The seventh annual graduating exercises of the Canal Fulton high school occurred March 26. There were six graduates.

—The Knox County teachers' association held a meeting at Mt. Vernon, March 4th, and another one at Centerburg, April 4th.

—An act passed by the present Legislature of Minnesota enables women in that State to vote for county superintendents of schools.

—The last meeting of the North-eastern Ohio Teachers' Association, for this school year, will be held at Norwalk, on Saturday, May 16.

—The South-eastern Ohio Teachers' Association will hold a meeting at Athens, May 1 and 2. A good program has been prepared.

—The sixth annual commencement of the Genoa high school will be held Friday evening, May 29. The class consists of six girls and two boys.

—The teachers of Erie County seem to be up and doing. A good meeting was held at Huron, on Saturday, March 7, and another at Vermillion, April 18.

—The first commencement exercises of the Wheelersburg high school were held April 22.—9 graduates. The school is under the charge of Aaron Grady.

✓ —The United States government supports eighty-one boarding schools, seventy six day schools, and six manual labor schools, for the education of Indians; and the demand for increased facilities is urgent.

✓ —We hear good reports from the South-western Ohio Normal School, at Georgetown, Brown County, O., under the principalship of Prof. Isaac Mitchell. The second session opens May 5, under favorable auspices.

—A normal institute was held at Clear Lake, Iowa, for two weeks beginning March 30, under the direction of County Superintendent L. L. Klinefelter. The printed program provided for daily sessions from 9 to 16 o'clock, with recess for dinner.

—A correspondent, writing of the appointment of a school examiner in his county, says: "The old gentleman who received the appointment knows as much about schools as my little Jersey cow knows about conic sections, but he controls a goodly slice of the German vote in the county."

—Columbiana high school commencement will be held on the evening of June 12. The graduating class consists of eight boys and two girls. Dr. S. F. Scovel, President of Wooster University, has been engaged to deliver an educational sermon to the class on Saturday, June 7th.

✓ —Howard University, at Washington, has just graduated twenty-nine young men from its medical department, ten of whom are colored. It has fifty students this year in its theological department, two of whom are white and the remainder colored. The number of students in all departments is 404.

—A meeting of the Butler County teachers' association was held at Hamilton, April 11, with the following program:

Feeble Mindedness and its Causes.....Dr. A. N. Ellis.
Corporal Punishment—Its Legal Aspects.....G. W. Isaminger.
History of Education.....L. R. Klemm.

—Probably no local association of teachers in the State has been more prosperous or more influential than that at New Holland, Pickaway county. The last meeting was held Saturday, April 4. The papers and discussions dealt with live topics, and a deep interest was manifested. Much credit is due to Mr. Albert Leonard for the organization and successful management of the association.

—The teachers of Summit County are to make the experiment of a long-term institute. The session for 1885 will open Aug. 3, and continue four weeks. A thorough review of common branches, in classes, is to be a leading feature. Drs. Stevenson and Kirkwood have been engaged for one week, and Samuel Findley and Maria Parsons, for three weeks. To defray expenses, teachers will be expected to pay a small tuition fee.

—The executive committee of the Miami County Teachers' Association has thought it best to change from the usual manner of conducting the annual institute. Instead of having lectures for a week or two, Superintendents R. F. Bennett, of Covington, and C. L. Van Cleve, of Troy, have been engaged to

give practical instruction in the methods of teaching, by conducting actual recitations. The session will open August 3, at Troy, and continue four weeks.

—The Corner Stone of a new building for Heidelberg College was laid with appropriate ceremonies, at Tiffin, Ohio, April 22. The institution was founded in 1850.

—Just as our last form goes to press we learn from Secretary Loos that the Ohio Teachers' Association will meet at Chautauqua, July 7, and not June 30, as before announced. This, it is thought, will better accommodate those who expect to attend the meeting of the National Association, which meets at Saratoga, July 14.

✓ —Some errors appeared in our report of the officers elected by the Ohio College Association, at its last meeting. Our report was made up from the daily papers. Dr. Tappan sends us the following corrected list:

President, Pres. C. Cutler, of Adelbert; Vice President, Prof. B. W. McFarland, of Ohio State; Secretary, Prof. J. K. Newton, of Oberlin; Ex. Com., Prof. Eli T. Tappan, of Kenyon, and Pres. S. A. Ort, of Wittenberg.

Four members of the committee hold over.

—The one hundred and tenth anniversary of the battle of Lexington was fittingly observed in the Cleveland schools, on the 17th of April—the 19th being Sunday. Superintendent Hinsdale had printed on one side of a large sheet a very vivid and pleasing description of that memorable event and its surroundings, including choice poetical selections from Longfellow, Whittier, Lowell and others. The matter was suitably divided into numbered paragraphs for the convenience of the teachers, and each teacher was instructed to adapt the lesson to her school by such omissions or divisions of paragraphs as might seem best. Such an observance as this would be worth more to the pupils than a month of the ordinary routine study of history.

—The second joint meeting of the teachers of Summit and Portage counties, held at Ravenna, March 28th, was well attended and full of interest. The exercises were enlivened by choice music and readings. Papers were read as follows:

"The Proper Spirit in the School,"H. W. Harris, Akron, O.
 "Some Causes,"A. B. Stutzman, Kent, O.
 "How to Make Recitations Interesting,"

Miss Jennie Gifford, Buchtel College, Akron, O.

"The Use of the Senses,"Prof. G. H. Colton, Hiram College, Hiram, O.

—"Masculine influence alone, feminine influence alone," says President Warren, of the Boston University, "can never produce the broadest, completest humanistic culture. Only in the fully human society of men and women can a normal development of character go forward. Where mental and moral improvement is the earnest common purpose, the refining and ennobling influence of each sex upon the other in association can hardly be over-estimated. It is an elevating and molding force whose potency and value have but just begun to be recognized in the higher education."

—One of our correspondents, an excellent primary teacher, speaking of an article in *The Advance*, entitled, "Little Wonders of the Exposition," suggests that teachers who were fortunate enough to see the wonders of the Exposition,

large as well as small, would perform a valuable service for those who were not so fortunate, by writing for the MONTHLY some account of such things at the Exposition as would interest the children, or as teachers could use in their schools to interest and instruct the children. The suggestion is a good one. Who will act upon it? Mr. Morris has already made a good beginning, in this number.

—The Darke County teachers' Association held the last of a series of four meetings at Bradford, March 28th. Grammar was discussed by W. T. Fitzgerald; The School-room, by Mrs. Hunter; Supt. Bennett, of Piqua, gave an interesting talk on Methods of Cultivating the Memory; Mr. Alley had a good paper on Reading; Miss Davis had "No Oak Falls with One Blow;" and Supt. Martz gave a very entertaining description of Mammoth Cave.

The first two meetings were joint sessions with Randolph County, Ind., the first at Greenville, O., the second at Winchester, Ind. The teachers have attended in large numbers; at one time there were 90 teachers on the same train. C. G. F.

✓ —Gov. Hoadly recommends the observance of Friday, April 24, as "Arbor Day." In this connection, the following note from Dr. Peaslee is in place:

The celebration of "Arbor Day" by the schools, which was inaugurated in Cincinnati, in 1882, has become quite general in Ohio, and has been followed in West Virginia, Indiana, New Jersey, Kansas, Nebraska, and other States. The Ohio State Forestry Association has recommended to Governor Hoadly the designation of the 17th of April as "Arbor Day." This date is too early for schools to celebrate tree-planting. I therefore recommend that the school celebration in the different parts of the State be held on Friday, May 1st, and that it be called the "Arbor Festival." The first of May is perhaps a little late to plant trees in the southern counties of the State, but the celebration will be just as effective if the trees are planted previously and the exercises performed on that day.

—We spent a very pleasant week with the teachers of Sandusky County, in their annual institute at Fremont, beginning March 30. We were not among strangers, for we had been there twice before—four years ago, and eleven years ago. The attendance was not large—about 110 enrolled, but what was lacking in quantity was more than made up in quality. There were many good earnest souls there—a few of them present on all of the three occasions above referred to.

Fx-President Rutherford B. Hayes manifested his interest by attending two of the evening sessions.

Our co-laborers were R. B. Marsh and W. W. Ross, with both of whom we enjoyed sweet fellowship. Brother Marsh gave a course of exceedingly practical and interesting talks on grammar. He also gave two evening readings of a high order. Brother Ross presented the subject of mathematical geography very clearly and forcibly. The writer presented the subjects of pedagogy and U. S. History, and gave one evening lecture.

✓ —The Ohio Legislature has at length adopted a text-book bill. At this writing it lacks only the concurrence of the Senate in a slight amendment made by the House, to give the measure the full force of law. The bill repeals section 4020

of the Revised Statutes, and substitutes the following, in which the changes are indicated by italics :

Section 4020.—Each board shall determine, at a regular meeting, by an affirmative vote of a majority of all its members, the studies to be pursued, and the text-books to be used in the schools under its control, but no text-book shall be changed *nor any portion thereof altered or revised for five years after its adoption*, without the consent of three-fourths of all the members elected to the board, given at a regular meeting; and all branches shall be taught in the English language, *and each board of education is authorized to purchase direct from publishers or dealers at the lowest wholesale or contract prices, such necessary school text-books and other school supplies as may be determined by the board, and furnish the same to pupils in the schools under its control at cost price, and each board of education is authorized to pay for necessary school text-books and other school supplies out of the contingent fund at the disposal of the board.*

This is probably the mildest form of the disease, if we must have it. Boards of education are *authorized* but not required to furnish books and other school supplies at cost. But we are still unable to see the wisdom or propriety of authorizing boards of education to engage in the book business. If the "cost price" is to include freight, store rent, and salaries of persons who must be employed to receive, care for, and sell the books and keep the accounts, there will be little, if any, saving to the pupils. If these necessary expenses are not included in the "cost price" of the books, they must be borne by the tax-payers, and thus increase the burden which already endangers our free school system.

—Perhaps some of the readers of the MONTHLY will be interested in hearing from the Delaware County Reading Circle; at any rate it is ambitious and enjoys seeing its name in print, particularly when, as now, the report is a pleasant one. The Circle has had times of discouragement, but just now it is prosperous. It is so fortunate as to include among its members one of the State Committee, Mrs. Prof. Williams, and it was also fortunate in having present at its organization two other members of the committee, Dr. Hancock and Supt. Burns, whose well chosen words of advice and encouragement made a lasting impression on the minds of all their hearers.

After a lapse of more than two years we have had the pleasure, at our meeting of March 14, of seeing these gentlemen again. They congratulated us on our increased numbers and reminded us of how much we owe to the Professors of the O. W. U., who freely give us of their precious time and varied learning, and we hope they have inspired us with some of that earnest, wide-awake spirit which we admire so much in them. We are certainly highly favored in our instructors. Mrs. Williams, one of our earliest and firmest friends, makes clear and bright the somewhat intricate way through Currie's Common School Education. Prof. Parsons has brought us triumphantly through the Revolutionary War; and has roused in us new love and admiration for its heroes. Prof. Nelson not only brings us to a realizing sense of the fact that man is curiously and wonderfully made, but he tells us something of how to take care of our bodies. The principal of the high school led us pleasantly through the delightful by-ways of Irving's Sketch-book.

Prof. Williams and Prof. Whitlock have each given us a lecture on Hamlet, of which we will only venture to say that they were worthy of their authors, and quite beyond the power of this pen to report. We feel rich in the prospect of hearing Prof. Whitlock again in May.

The high school and commercial students are invited. Many of the citizens, including ministers, physicians, lawyers, and business men, find time to hear these lectures. If we have not taken up more than our share of space, there may be another report this year.

ALICE SEARLE.

PERSONAL.

- L. P. Hodgeman has been retained for a third year at Mineral Ridge, O.
- I. M. Taggart has had charge of the schools of Canal Fulton for ten years.
- O. C. Larason now has charge of the schools of Kirkersville, Licking Co., Ohio.
- Alfred C. Naragon, principal of the Canal Dover high school, has been re-elected for a term of three years.
- C. W. Bennett has institute engagements as follows : Wauseon, Aug. 17; Marysville, Aug. 24; Greenville, Aug. 31.
- Dr. E. E. White, of Cincinnati, has institute engagements in Pennsylvania, for October, November and December next.
- Fredk. Schnee has been unanimously re-elected principal of the township high school at Norton Center. Salary, \$900.
- Supt. John T. Duff, of Canal Dover, has been re-elected for a term of three years. Salary, \$1300, and house rent and fuel.
- Walter M. Grafton, for many years a teacher in Columbiana County, has entered Wooster University to prepare for the ministry.
- J. D. Simkins, superintendent of schools at Centerburg, O., has been retained for another year, with an addition of \$90 to his salary.
- F. V. Irish has recently received an order from China for his work on English analysis by diagrams. The order comes from a missionary at Akita Akita Kin.
- F. Clark Johnson, an old Columbiana County teacher, is now serving as superintendent of schools, at Sanborn, Barnes County, Dakota. His good wife is his assistant.
- Miss Helena Lindsay, for many years a teacher in the New Lisbon union schools, has resigned her position and accepted the office of Post Mistress at Salineville, Ohio.
- Guy R. Lindersmith, an Ohio teacher, formerly of Williams County, has been elected county superintendent of schools for Dickey County, Dakota. Address, Ellendale.
- J. S. Barnes retires from the superintendency of schools at Summerfield, Noble Co., O., to engage in business in the West. His successor at Summerfield is Oscar Weems.
- E. F. Warner, of Doylestown, has been re-appointed one of the school examiners of Wayne County. His past services on the board have given very general satisfaction.

—The editor of the MONTHLY has the following institute engagements : Gallia County, July 27, one week ; Summit County, Aug. 3, three weeks ; Tuscarawas County, Aug. 24, one week.

—We have the names of several good superintendents and teachers who desire positions, or change of position, for next year. Boards of education and others having vacancies to fill would do well to communicate with us.

—John W. Dowd has been unanimously re-elected superintendent of the Toledo schools, for a term of two years, at an annual salary of \$3,000, to act, ex-officio, as clerk of the board of education without extra compensation.

—Prof. L. S. Thompson, of Purdue University, will have charge of the art department of the summer schools at Monteagle, on the top of Cumberland Mountains, Tennessee. The session extends from June 30 to Aug. 11.

—George A. Robertson, for several years the agent of Van Antwerp, Bragg & Co., with head-quarters at Cleveland, is now managing editor of the Cleveland *Plain Dealer*. The *Plain Dealer* and its readers are to be congratulated.

—Richard Grant White, the author and critic, died, April 9th, at his home in New York. He was born in New York in 1821, and was graduated at the University of New York in 1839. He studied medicine and law, and was admitted to the bar, soon after he reached his majority, but he soon gave up the practice of law and became a journalist and author. His critical edition of Shakespeare, in twelve volumes, "The Life and Genius of Shakespeare," and "Words and Their Uses," are among his more important works. He was probably the foremost philologist of his age.

—C. C. Davidson, superintendent of the New Lisbon schools, recently did an excellent thing for his literature class, by securing for them a charming Irving letter, just as they were about to take up the study of Irving's life and writings. It was written from Tarrytown, with "Sunnyside" and "Sleepy Hollow" almost in view, by Geo. F. Richardson, Principal of schools, and abounds in pleasing incidents and memories, which could not fail to kindle in the pupils a love for the man, as well as an admiration for his beautiful character and life. Would that all our young people could thus be brought into communion with the pure and good.

—Prof. Hard, Superintendent of the Gallipolis schools, has received a beautifully engraved silver medal from the State Board of Agriculture, "Awarded to the Gallipolis Public Schools ; best general work from a system of schools ; State Fair, 1884." Surmounting the inscription is the coat of arms of the State. On the reverse side is stamped a biblical picture representing waters being drawn from the fountain of knowledge. It is quite a compliment to Prof. Hard, and the schools which he controls, as well as our city. The Professor is modest and blushes at praise, but we must throw a crimson dash over his pleasant countenance by saying that it is the universal opinion of everybody that Gallipolis has the best conducted public schools in the State—*Gallipolis Bulletin*.

BOOKS AND MAGAZINES.

John Amos Comenius, Bishop of the Moravians: His Life and Educational Works. By S. S. Laurie, A. M., F. R. S. E., Professor of the Institutes and History of Education in the University of Edinburgh. Boston: New England Publishing Company.

Quick says of Comenius that he was at once a philosopher who had learned of Bacon, and a schoolmaster who had earned his living by teaching the rudiments. The author, in his preface, says, "This is the most complete—so far as I know the only complete—account of Comenius and his works that exists in any language." Teachers who study their business will want it.

The Quincy Methods Illustrated. Pen Photographs from the Quincy Schools. By Lelia E. Patridge. New York: E. L. Kellogg & Co. 1 vol., cloth, 686 pp., with illustrations and colored plates. Price \$1.50.

This is a companion volume to Col. Parker's "Talks on Teaching." The "Talks" gives the theory, this the practice. Miss Patridge spent the greater part of three years in Quincy school-rooms, making observations, and she has given us a most vivid picture of what she saw and heard there. She gives a series of actual lessons covering the first four years of school life, and she tells not only how the teaching was done but why it was so done; she explains the underlying principles. The book is one of undoubted value, especially to primary teachers. The entire first edition has been sold, and a second edition is now ready.

Pestalozzi's Leonard and Gertrude. Translated and abridged by Eva Channing. Boston: Ginn, Heath & Co.

This is a realistic tale of peasant life in Europe a hundred years ago. It breathes tender love for the weak and wretched, and especially for children. Gertrude is the "excellent woman," the true wife and mother, in a miserable hamlet where nothing thrives but the ale-house. This good woman training her children presents the author's ideal of home education. The story as a whole is a picture of the renovation and elevation of a degraded community by woman's love and devotion.

Advanced Course of Composition and Rhetoric. By G. P. Quackenbos, LL. D. Revised and corrected by John D. Quackenbos, A. M., M. D. New York: D. Appleton & Co. 1885. C. B. Ruggles, Cleveland, O., agent.

This is a standard text-book. It has stood the test of extensive use for thirty years. This revision is the out-growth of fourteen years' use of the book in the class-room, and contains the results of the latest researches in language. Clearness, simplicity, and accuracy are the main characteristics of the revised, as well as of the old edition.

Lessons in Hygiene: An Elementary Text-book on the Maintenance of Health, with the Rudiments of Anatomy and Physiology, and Lessons on the Action of Stimulants and Sedatives on the Brain and Nervous System. Adapted for Common Schools: By John C. Cutler, B. S., M. D. Illustrated. Philadelphia: J. B. Lippincott Company. 1885. Price, 50 cents.

This book contains less that is technical and more of practical value than we usually find in books of its kind.

Madam How and Lady Why: or First Lessons in Earth Lore for Children.

By Charles Kingsley. Illustrated. New York: MacMillen & Co. 1885. Price, 50 cents.

This is one of the Globe Readings from Standard Authors. It tells in fascinating style of earthquakes, volcanos, coral reefs; of beasts and birds and whales, and many other things; the main design being to train young people to keep their eyes and ears open as they go through the world. It is a book for parents and teachers to make a note of.

An Historical Atlas. A Chronological Series of One Hundred and Twelve Maps at Successive Periods, from the Dawn of History to the Present Day. By Robert H. Labberton. Seventh and Enlarged Edition. New York: Townsend Mac Coun.

Labberton's Historical Atlas was formerly sold at \$3.50. To bring it within the reach of college students and general readers, the publisher of this edition has placed it at the very low price of \$1.50. It is such an atlas as every reader of history should have at hand.

The Three Pronunciations of Latin: The Claims of Each Presented, and Special Reasons Given for the Use of the English Mode. By H. M. Fisher, D. D., LL. D. Third Edition, Revised and Enlarged. New York: D. Appleton & Co. 1885.

Much new matter, a more convenient arrangement, the correction of errors, statistics brought down to date, and the latest information concerning Latin pronunciation in England, are the chief improvements in this edition.

Tales from Shakespeare. By Charles and Mary Lamb. Edited for the Use of Schools. Boston: Ginn, Heath & Co. 1885.

New Physical Geography. For Grammar and High Schools, and Colleges. By James Monteith. A. S. Barnes & Company, New York and Chicago. Price, \$1.25.

Very neat, of convenient form and size, concise and clear in statement, comprehensive and accurate, well arranged and beautifully illustrated, this book will undoubtedly prove a favorite with both teachers and pupils. The summary at the close of each chapter, and the record of recent geographical discoveries contained in the appendix, are valuable features.

School Bulletin Year Book of the State of New York, for 1885, giving sketches of City Superintendents and County Commissioners, and a list of Principals of village schools and academies. Syracuse, N. Y.: C. W. Bardeen.

Niles's Elementary Geography, Including the Geography, History and Resources of Minnesota. St. Paul, Minn.: D. D. Merrill. 1885.

We have examined this book with a great deal of interest. It differs widely from the ordinary geographical text-book. It consists of a series of reading lessons, with suggestive hints and questions. The aim is to give the pupil actual knowledge rather than to load his memory with words. There is little chance for the old time lesson grinding.

We do not think the use of this book would cure all the stupidity of either teachers or pupils, but it is very suggestive and points in the right direction.

Ludlow's Concentric Chart of History, giving at a glance the separate and contemporaneous history, for each century, of the principal nations of the world. The chart consists of thirty segments. These segments turn on a com-

mon center, and being fan-shaped, can be closed so as to show but one segment; or any two or more can be brought to one view, and the century cycles being continuous, they present contemporaneous history of different countries at one view. The device thus serves an important purpose in comparing and recalling historical events. Published by Funk and Wagnalls, New York Price, \$2.

Aristophanes. Clouds. Edited on the basis of Koch's edition by M. W. Humphreys. The Greek text, with critical notes. For college use. Paper cover. Published by Ginn, Heath & Co., Boston.

The Handy Companion for Constant Use. Containing in concise shape business, legal, social and postal laws and forms, etiquette, letter-writing, political and religious information, a synonym dictionary, what to do in emergencies, a sprinkling of fun, etc., etc.—the whole classified and indexed for ready reference. Published by J. R. Holcomb & Co., Cleveland, O. Price, 30 cents.

Dillard's Exercises in Arithmetic. Progressively arranged for purposes of review and examination in Public and Private Schools. By James H. Dillard, M. A., Associate Principal of the Norfolk Academy; formerly Assistant Professor of Mathematics in Washington and Lee University, etc., etc. 16mo. Limp cloth. Philadelphia: John E. Potter & Co. Price, 50 cents.

These exercises are intended for pupils who have completed some text-book of Arithmetic; but they are so arranged that certain parts may be used earlier. Many of the examples are original; others have been taken, generally with some changes, from English, German, and old American text books; others have been selected from the entrance examinations of various colleges. An effort has been made to present the same subject in a variety of forms, and in such a manner as to make the pupil's work less mechanical, and to lead him to see and depend upon general principles. The Answers to these Exercises are issued in small pamphlet form, and may be had by teachers upon application to publishers.

Talks with My Boys. By William A. Mowry, for twenty years Senior Principal of the English and Classical School, Providence, R. I. Boston: New England Publishing Company. 1885.

Would that every teacher could talk thus with his boys. Though meant mainly to aid teachers in acquiring power to present truth effectively to the young, the book is an admirable one to put directly into the hands of the young. There is no dry sermonizing about it; it is fresh and entertaining.

The A B C of Potato Culture. How to grow them in the largest quantity, and of the finest quality, with the least expenditure of time and labor. By T. B. Terry, of Hudson, O. Published by A. I. Root, Medina, Ohio. Sent by mail for 40 cents.

Under the Old Elm, and Other Poems. By James Russell Lowell. With Notes and a Biographical Sketch. Houghton, Mifflin and Company, Boston and New York. Price, 15 cents.

Three Months' Preparation for Reading Xenophon. Adapted to be used in connection with Hadley and Allen's, and Goodwin's Greek Grammar. By James Morris Whitton, Ph. D., and Mary Bartlett Whitton, A. B. New York: D. Appleton & Co. 1885.

The plan of the authors, to make the pupil familiar with Greek inflections by using a comparatively small number of words in varied and frequent repetition, is well carried out.

Krusi's Drawing Tablets, for Elementary Exercises in Drawing. New York : D. Appleton & Co.

The tablets are ruled with faint lines in quarter-inch spaces to afford the young pupil a guide to the direction and length of lines, and to the forms of outline figures, before he has acquired the ability to draw independently.

Forty-eighth Annual Report of the Massachusetts Board of Education: together with the *Forty-eighth Annual Report* of the Secretary of the Board. January, 1885. John W. Dickinson, Secretary.

Fifteenth Annual Report of the Board of Education, together with the *Fortieth Annual Report* of the Commissioner of Public Schools, of Rhode Island. January, 1885. Thomas B. Stockwell, Commissioner.

Annual Report of the School Committee of the City of New Bedford, Mass., together with the Superintendent's Annual Report, for the year 1884. Henry F. Harrington, Superintendent.

Annual Report of the Board of Education and Superintendent of Instruction, for the City of Omaha, Neb., for the year ending Aug. 1, 1884. Henry M. James, Superintendent.

Annual Report of the Columbus Board of Education, together with the *Annual Report* of the Superintendent of Instruction, for the year ending Aug. 31, 1885. R. W. Stevenson, Superintendent.

Annual Report of the Board of Education of the City of Auburn, N. Y., together with the *Annual Report* of the Superintendent of Instruction, for the year ending July 31, 1884. B. B. Snow, Superintendent.

Thirty-fourth Annual Report of the Board of Education of the City of Warren, O., together with the *Annual Report* of the Superintendent of Instruction, for the year ending Aug. 31, 1884. Edwin F. Moulton, Superintendent.

Fourth Annual Report of the New West Education Commission. Rev. F. A. Noble, D. D., President; Rev. Charles R. Bliss, Secretary. Chicago, Ill.

The Century Company makes the following announcement: The editions of *The Century Magazine* are now so large that it has become necessary either to go to press at an earlier date or to postpone the day of issue. The latter alternative has been accepted. The April number, the edition of which was 225,000, was delayed until the 25th of March. The May number—edition 250,000—will be issued on the 1st of May, thus inaugurating with the first number of the thirteenth volume a change which has long been considered desirable by the publishers, and which it is believed will be heartily commended by the public. Future numbers of *The Century Magazine* will be issued on the 1st day of the month of which they bear date.

The peculiar value of *Latine* for the teacher or student lies in the art with which its contents are condensed and varied. Certainly no teacher of Latin can find one of its numbers without immediate value to himself. D. Appleton & Co.

The North American Review for May has a poem by Robert Buchanan on the New Buddha, which naturally recalls the fact that Bryant's "Thanatopsis," one of the most famous poems in our language, appeared originally in this

magazine, sixty-six years ago. The question, "Has Christianity Benefitted Woman?" is ably discussed in this number by Mrs. Elizabeth Cady Stanton and Bishop J. L. Spalding. President J. L. Pickard writes on "Why Crime is Increasing," and David Dudley Field on "Industrial Co-operation," while Prof. Andrew F. West, of Princeton, contributes an article of great clearness and strength on "What is Academic Freedom?" James Payn, the English novelist, discusses "Success in Fiction," and T. F. Thiselton Dyer "Superstition in English Life." The new department of Comments keeps well up to the standard with which it started.

The Atlantic Monthly for May has, besides the regular installments of several serials, "The Misused H of England," by Richard A. Proctor; "Childhood in Early Christianity," by Horace E. Scudder; "George Eliot's Life," by Henry James, and other book reviews; "A Bird-Lover's April," by Bradford Torrey; bits of choice poetry, and the usual Contributors' Club and Books of the Month.

The Popular Science Monthly for May has, as usual, a long and varied list of valuable articles, among them, "Cholera—Its Prevention," by Dr. Max Von Pettenkoffer; "Methods of Teaching Political Economy," by J. Lawrence Laughlin, Ph. D.; "Lost Colonies of America," by R. H. Halliburton; "Religion Without Dogma," by George Iles; "The Nervous System and Consciousness," by W. R. Benedict; and "Training in Ethical Science," by H. H. Curtis. The editor makes some incisive thrusts at schemes for setting "the Federal Government at work to repair the weak places of education throughout the States and Territories." D. Appleton & Co., New York.

The Magazine of Western History, for April, presents a portrait, and sketch of the life and public services, of Jacob Burnett; C. F. Robertson discusses "The Attempts Made to Separate the West from the American Union;" Daniel Sherman gives a sketch of "The Six Nations," showing that they are now actually increasing in population, and making good progress in civilization; Alfred Mathews gives the first of a series of historical articles on "Pittsburg, the Gateway of the West;" and Charles Whittlesey gives "An Episode of the Rebellion—How Order Reigned in Warsaw" (Ky.) Published at 145 St. Clair St., Cleveland, O.

Education.—March-April number—has a frontispiece portrait of Rev. Rufus Anderson, D.D., LL. D.; "A National University," by Rev. A. D. Mayo; "The Normal School Problem," by W. H. Payne; "Oral Instruction," by Rose C. Swart; and a number of other well written articles. Boston. New England Publishing Co.

Journal of Speculative Philosophy, for July, 1884, has made its appearance. It is edited by William T. Harris, and published by D. Appleton & Co., New York.

Mind in Nature, a Popular Journal of Psychical, Medical and Scientific Information, is a new magazine, published in Chicago, by The Cosmic Publishing Company. Subscription price, \$1.00 per annum.

St. Nicholas, for May, has a choice bill of fare for the young people. Conducted by Mary Mapes Dodge, and published by the Century Company, New York.

— T H E —

OHIO EDUCATIONAL MONTHLY

ORGAN OF THE OHIO TEACHERS' ASSOCIATION,

—AND—

THE NATIONAL TEACHER.

SAMUEL FINDLEY, EDITOR.

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Number 6.

7 CULTURE BY PRACTICE.

From the Inaugural Address of Prof. George H. White, President of the North-Eastern Ohio Teachers' Association.

If, then, culture comes through practice, the first law of sound education is repetition. *Repetitio est mater studiorum.* He who fails to realize this may be very learned; but he can not train the human mind. The feeblest schools are those which attempt everything, dwell upon nothing, and cover the school and college curriculum in half the usual time. A teacher in such a school once said, "One year suffices us for teaching the forms and syntax of Latin; the second year, we teach the literature, and the third year, the philosophy of the language." But at the end of three such years, pupils fail utterly to meet any reasonable test, either in the translation, syntax, literature or philosophy of the Latin language, and are inferior in mental training to those who have studied a single year under wise guidance and the usual plan. No mental habits are formed, and no facts or sound principles can be by such methods instilled. The mind is made an *omnium gatherum* of such facts as chance to find a lodgment in it.

On the other hand, the best schools are those in which repetition is secured; in which a subject is not dismissed as soon as a pupil

is able to recite his lesson, though slowly and with difficulty ; a week's time obliterates such knowledge ; in the best schools, short lessons are given, constant reviews held, and the subject finally dismissed only when the essential parts can be recited with readiness and unconscious ease. To secure this, is to release the pupil from bondage to the studies which have been completed, and to leave his powers free to pursue further studies unhampered.

Who thinks that such repetition is deadening to enthusiasm ? On the contrary, I affirm that no instruction is so inspiring, so delightful, so liberalizing, as that of the experienced teacher, who, with a firm grasp of central truths, makes them the starting point of all his teaching and emphasizes them by daily and hourly repetition. There is no skill like that required to present, in a new light, a truth half understood by the pupil. The talent which can hold the scholar's attention only by filling the hour with new and marvelous things, is of quite an inferior order. Who is the grandest preacher of righteousness ? Certainly not he who skips about from subject to subject, with fantastic, original views ; but he who can present the elementary Gospel, Sabbath after Sabbath, with such vividness of conception and freshness of illustration, that it sinks more deeply into the hearer's soul. So in teaching. If any teacher so squeeze the juice from the half-mastered truths of the advance lesson, that the class return to it only with disgust, either he has mistaken his calling or the subject is not worth a place in the course. Where, then, shall originality find a place in reviews ? Evidently, in illustration and application of truth already learned. The pupil has not begun to imagine the wide sweep of the principles acquired. They are to be held before him till they have impressed themselves indelibly. And it is the supreme test of wisdom to know when the boiling point is reached.

But, who shall fitly set forth the skill required to accomplish this repetition without stultifying the pupil ? It is said that Agassiz gave to each pupil who sought his instruction, a fish, with the simple direction : "Study it and report to me." At the end of a day, the pupil returns with a few unimportant facts. "Study it another day." After another day of languid study he comes again, with nothing valuable. "Study it another day." At the end of a week of fruitless study, the pupil begins to apply himself with the energy of desperation, and soon finds that in that fish are hidden treasures of wisdom and knowledge. This is a modern scientific method. But more attractive means must be devised for the young pupil. To-day, the review is recited orally ; to-morrow, it is written upon the board ; again, at the opening of the hour, a topic is assigned to each pupil, and, after a little reflection, all

recite in turn ; now, the pupils question each other, or the teacher, upon the review ; again, the class is divided into two parties, which contend with each other by question and answer ; still again, the teacher presents the review from a new standpoint ; occasionally, each pupil is required to state and illustrate the truth which he regards as the most important he has learned during the preceding week ; and so, in varied forms, all that has been learned is kept constantly passing before the mind. That which is of little worth gradually drops out of sight, and that which is found to have wide application expands to occupy its proper space in the mind's sphere.

Thus, and only thus, the instructor reaches a definite impression, and is remembered in after years by his graduates, as one who taught something so well that they have never been able to escape from its influence, nor ever have desired to do so.

To illustrate, let us suppose that it is the teacher's duty to teach the elements of Greek syntax ; the syntax of the much-abused Greek. It is possible to overwhelm the class with a multitude of details ; and this is generally done by the young teacher. But, how many principles of Greek syntax are of prime consequence ? Perhaps forty ; and these should be stated in the recitation-room a dozen times each, every day in the week, till they are ingrained into the mind. At first the pupil sees them but dimly, and states them timidly, with many an error ; but, day by day he repeats them, illustrates them, applies them, traces their influence through Greek sentences, till they become clear and assume a permanent place in his thoughts ; they stand at the entrance of his mind ; they challenge every sentence which passes before them ; and they do it with spontaneity, making the least possible draft upon the will-power. Not this alone ; in the light of these guiding principles, all the items of the pupil's knowledge in Greek syntax are seen in their true relations ; these primary ideas become the magnets around which all the iron filings of daily recitations arrange themselves in orderly lines. This is the knowledge which is power and prepares for the duties of life.

What shall be thought of the method which makes exceptions as prominent as the rules, and the special rules as conspicuous as the general ? Which spends time with the young on contractions in multiplication, of casting-out of nines, the theory at the basis of least common multiple, the Vermont rule for partial payments, the transformation of repetends and alligation alternate, while they can perform only with painful difficulty the simplest operations in fractions. Rather, they should be trained to perform the fundamental operations with ready accuracy.

Again, our proposition, culture by practice, suggests the corollary, that every important truth should be abundantly illustrated by easy examples. There is a place for difficult problems, but nothing is more discouraging to the beginner, who holds with an uncertain grasp the rule just learned, than to find that the second example turns him aside to the solution of a puzzle, which bears no more relation to the rule than a newspaper anagram. He started upon the track, but the very author who posed as his friend, placed an obstruction, and his train of thought is wrecked. Easy examples, far more numerous than any author has dared to imagine, should accompany every leading precept in all studies. Place the target near, in a calm air, till thought goes straight to the mark at every trial. Not till then, remove the mark to a distance and require the young archer to make allowance for the force of gravitation and a strong wind. Some text-books, especially in mathematics, bear evidence that this demand is likely to be more fully met in the future.

Another corollary: It is the positive, not the negative, which counts in the formation of intellectual habits. Adverse criticism, direct attention to faulty methods of thought in the pupil, are essential; but pruning is not the teacher's only duty, nor is it his chief duty. Cultivate a vigorous, active growth by incessant practice in right thinking, and this will overwhelm many vicious habits. It is not necessary to make the child's mind a vacuum before pouring in instruction. Make it easier, by mere force of habit, for your pupil to use the right expression than the wrong one.

Lastly, there is danger that we shall attempt too many studies in our schools, and fail to secure substantial training in any line. The pursuit of any study to the extent, merely, of securing a few disconnected facts, may have a certain value, but can not be regarded as a valuable means of culture. The pursuit of wide knowledge so exclusively as to prevent the formation of mental habits, is of course reprehensible. Is it not a fair question whether the limit has not been overstepped in the modern multiplication of studies?

A VOICE FROM DAKOTA, OR THE RESERVED FORCE OF THE NORTH-WEST.

BY JOHN OGDEN.

"The Conservation of Forces" is not a new theme in speculative science and philosophy, and its application to the above topic is not inapt;

for here, in the North-west, the most fertile portions of the continent, the natural resources seem to be well conserved, as well as preserved against the time when they shall be called into active use. But the "Reservation of Forces" seems more appropriate, since these forces are *reserved* for an epoch in our national progress, when science, art and invention, are blossoming, as it were, into more than ordinary promise.

Each particular period in our national history, seems to provide itself with the necessary improvements, in the way of discovery and invention, for carrying on its own increased industries, with ever increasing facility; and thus the age plants the standard of these improvements higher and higher, each successive period; so that each successive generation finds itself standing, as it were, upon the shoulders of its ancestry, and projecting its light farther and farther into the plain of the future. Nowhere, in our broad domain, are these facts more strikingly apparent than here in Dakota; and, no doubt, the same is true, to some extent, of other portions of the West.

A hundred years ago, when the wild horse and the buffalo roamed these fertile plains unmolested, save by the savage tribes of Indians, whose simple wants were supplied, without any apparent diminution of the millions of these herds, the earth shook with the reserved force, as these immense armies swept from one pasture plain to another.

What a power resided in this untamed force! A force, had it been directed by intelligence and skill, sufficient to have plowed and sowed and harvested every acre of this fertile plain, and transported the products to a convenient market. But where did this force come from; and how was it maintained during the long centuries of undiscovered America? This same fertile soil, that now, with the simplest treatment with plow and harrow, produces from 26 to 40 bushels of wheat to the acre, and oats, and rye, and flax, and hemp, and barley, and all the hardier grains, excelling any thing in the East and South; and potatoes, turnips, cabbage, squashes, onions, beets, and all garden products, together with the smaller fruits, some of the former twice the size and quantity of anything of the kind that we find in most parts of the country—this same soil, I say, now reserved for the model farm, and model farmer, was the ancient tramping ground of myriads of these wild creatures, and brought forth and nourished this unorganized force. This soil still exists, and, in its natural state, produces the grass and herbage that once sustained this force—these wild creatures that have passed away, and left the grass, etc., to be consumed annually, by the prairie fires. What an immense waste of force! Here, annually, is consumed by these fires, enough fuel, or what could be

made into fuel, if scientifically treated—together with the refuse of the farm, in the shape of straw and stalks—to furnish fuel, and lumber (for the best of lumber for building and manufacturing purposes is now made from paper, manufactured from straw and such like products,) for 5,000,000 people.

This calls loudly for inventive genius, to construct the machinery necessary for pressing and preparing this fuel, etc., by scientific treatment, to take the place of fuel that now has to be transported from the mines of Pennsylvania, Ohio, and Illinois, until this same soil shall produce the timber to supply these wants.

The value of a country, in most cases, is measured by its fertility of soil; or by its power to produce, under given culture. The entire wants of humanity—physical wants—can be supplied from a fertile soil. Judging from this data, Dakota has an inexhaustible supply of reserved force, for a hundred years to come. Out of this soil all the wants of the future population can be supplied, even to the luxuries of life, when people learn how to turn nature to the best account. Added to this, the new conditions which the settler finds here, in the absence of timber, and in the great abundance of other reserved forces, will tax his inventive genius to supply these in a richer abundance than now exists in older and less productive sections of our country. This is the natural outcome of a law of want and supply.

Again: An untamed force in the shape of a wind as constant as the sunlight, marches over these plains, almost as resistless as the herds of buffalo that have recently disappeared, but left their bones bleaching on every acre of this soil. This wind, as it beats, and pushes, and pounds, and pulsates, in its resistless tramp, says, as plainly as inanimate force can say, "Here I am. Harness me up to some scientific machinery, and I will not only pump a fountain of water for every farm, but I will grind all your wheat and corn, will manufacture all your agricultural implements, spin all your flax and wool, weave all your fabrics, aye, plow your fields and transport your products to market. What can I not do, when I am tamed by man's inventive genius?" Thus speaks a force that has hitherto defied man's art. But "necessity is the mother of invention;" and here is the place to test this maxim.

But all this will require brains and pluck. Here nature challenges man's courage and skill. No place on earth like it. But it is no place for the soft, or the easy-going. No place for the dude or the dudess. But for the courageous, self-reliant, plucky young man and woman, no better opportunities exist anywhere. Land can be had for improving it, and in three years' time, any one can double his money, in-

vested here in stocking a farm, or even hiring his breaking, etc. Mixed farming does the best. Wheat raising has been almost the exclusive industry ; but farmers find that not only cattle and sheep raising are profitable, but that nearly all the farm products are raised with little trouble, and great profit.

Let the young man in the East, instead of hovering about the old home, and harvesting his half crops, or running a trade at a disadvantage, or starving on a profession, drop his tools and his tender-footedness, and strike out here and make a man of himself by shaking hands with a little hardship, at first, to develop him ; and then to reap his thousands, in half the time he would be in coaxing a competence from starvation and penury, in the East. Let the young woman, who has been hanging about home, waiting for "the coming man," or who has been teaching school for \$22 a month, pluck up courage and come out here, and take a homestead—160 acres of land that will be worth twenty times as many dollars in less than ten years, and she will not have to wait long for a husband—if she wants one. A young woman who will do this—and we have several of them here now, right here in our community, the members of which are not more than a mile apart, on an average—will not only deserve a good husband, but will win a reputation better than a husband—some of them.

There is yet plenty of first-class land in McIntosh and surrounding counties, in central Dakota, that can be had at government rates, or by pre-emption, homestead, soldiers' or tree claims ; and the subscriber will be glad to assist any one that may want to come.

The Chicago, Milwaukee and St. Paul railroads, whose termini land you right in the midst of these counties, is the *best and only direct route* to this section ; and the splendid sleepers, dining cars, and most excellent management of these roads, together with the greatly reduced rates, both for freight and passenger transportation, make this opportunity *unsurpassed in the history of travel*.

The writer expects to be at Chautauqua during the meetings of the New York and Ohio Teachers' Associations, in June and July, and at the five weeks Summer Institute at Martha's Vineyard, R. I., from the 14th of July to the 18th of August, where he will be most happy to see or to correspond with teachers and others on this subject. Quite a large number are already expecting to improve the summer vacation in this trip. The writer will return to Dakota towards the last of August, but he will send parties on in July, under a safe and experienced guide.

Address, Hoskins, Dak. Ter., up to June 20. After that, at Martha's Vineyard, up to August 18, 1885.

EDUCATION BY READING.

BY REV. CHARLES W. CURRIER.

There are many busy men and women who have never seen the inside of a school of advanced grade, and there are many children who will have to bid good-by to teachers and text-books as soon as they are old enough to make their labor of some help in the struggle for bread and shelter. It has been the habit to suppose that, for such as these, a liberal education was not to be thought of. That idea, if ever true, is not true now. Even the hard-working and slaving many can eat of the tree of knowledge, if they will. They can read; they have spare moments; and many a man has found it possible so to use these spare moments, moments that come into even the busiest lives, as to acquire what is, for his circumstances, a liberal education. If we may not call such a man "learned" or "scholarly," still he has become so stimulated and broadened in his mental nature, that he is lifted greatly above what he would have been without it, and his world is a new world, wholly unlike what he would have lived in had he not so used his spare moments. With the multitude and variety of cheap books and papers, the man who has any hunger for knowledge need not starve—none need to be a dunce.

But let no one suppose that, because some measure of education is to be got by reading, therefore, he is freed from the intellectual hardships of mental toil. Education is not to be got without labor, and labor, to be profitable, must be regular and according to some plan. The methods of the schools must be so far introduced into one's reading, as that he shall lay down a certain course for himself, and pursue it steadily to the end. To read by plan or course is to attack the strongholds of knowledge with the best possible array of our forces; without plan, all is confusion, and confused effort results in little. Reading is to be looked upon as a labor, from which definite results are to be gained, and reading by course is the only way in which that labor can be applied to the winning of such results.

Our reading ought to be mentally and morally helpful. Reading by course means the orderly and contiguous application of the mind, and, by implication also, its application to such matter as will do it good, and not ill. Hap-hazard reading is not mentally helpful. It will not do to indulge ourselves in the irregular habit of reading at will. No one has the right to make an intellectual loafer of his mind. Robertson says that it is better to have a poor course of reading, and follow it, than to have no settled plan at all, reading at will in all fields, or dosing the mind with the gossip of the newspaper and the

cheap fiction of the "family" story paper. The mental habit formed by reading steadily upon a set course is invaluable, as compared with that wasting of mental power that goes on when one reads at pleasure and without purpose.

The reading that is not morally helpful is no part of an education. The moral effect of our reading needs to be inquired into. Books and papers are like vegetables in the market—some are fresh and wholesome, and are appetizing and nutritious to the user; some are stale and flat, and are better left alone. Still others are tainted and rotten with all manner of unwholesomeness, and are only fit to be thrown to the swine, or to be cast out upon the dunghill. And as one turns with impatience or disgust from the stale and the offensive in the market, so let him do with books, taking, with eagerness, that which is fresh and sweet.

Many courses of reading have been planned and given to the world. It is not the purpose of this paper to add to the list, nor to speak of any list already made, but only to urge that some list be chosen by every one who reads and who wishes to make his reading contribute to his culture. There are objections made to every course of reading under the sun. But so objection can be made to the sun itself; yet it is a pretty good sun after all, and immensely better than none. Generally speaking, a course of reading should fit the needs of a large number of readers. And this it can do, if it be sufficiently flexible. If it seems a little too infantile for the men and women, let substitution be made for the most youthful books. If it seems a little too mature for the youth, let them remember that they are not to remain in the primer stage forever, and that it is well to get views of the world's life and thought a little in advance of where they stand. Mother Goose Rhymes are very good for the days of babyhood, but it is not well to protract the baby stage too long.

Busy men and women will object that any such course takes more time than they can give it. But busy men and women are just the ones who most need to have the advantage of such a course. All trades, all forms of business and work, are narrowing and cramping. In our work, we are obliged to give ourselves to one thing, and we suffer for it mentally, if we do not seek for compensating influences. What can be more refreshing, and more like an actual relief from drudgery, than for a busy man to turn aside from his work, or a woman from the absorbing cares of the household, and take a broad, sweeping look out upon the world of thought or action, through the pages of a good book, even though it be but the glimpse of a moment? Whether one has time or not, depends not upon how busy he is, but

upon his ability to turn time to good account. One man, caught at a railroad station with an hour to wait, will spend that hour in reviling the company that runs its train so as to make that gap of an hour. He fumes and frets, and, with infinite weariness, manages to wear away an hour that seemed to be thrice its usual sixty minutes long. Another man will sit down with his book, or his thoughts, or will go about with observant eye, and will make that hour seem all too short, and will have added both to his usefulness and his happiness by the delay. It all lies in the habit of making a good use of what time we have; there is no other way that I know of for putting twenty-six hours into a day. Horace Mann has this word for the busy: "Resolve to edge in a little reading every day, if it is but a single sentence; if you gain fifteen minutes a day, it will make itself felt at the end of the year."

Even while I am writing, the *Independent* comes to my table with a paragraph that is right to the point, and from which I quote a few sentences: "It is nothing uncommon for a Greek scholar here to fill the time spent in the street-cars by reading the Greek classics. Not long since, the writer saw one thus reading his 'Homer,' and noticed that he was asked by a stranger, who looked over his shoulder and saw the place, 'what pleasure he found in the catalogue of ships?' Another came into our sanctum the other day with Aristotle's 'Physics' sticking out of his pocket, and a question or two showed that two days' car-riding had brought him to the forty-sixth page." Such men have learned the art of "edging in a little reading" where the mass of men are at a loss to know what to do.

Do we feel that a general or special course of reading is out of our line? Then it may be all the more necessary that we should take hold of it. The inevitable tendency of busy life is to narrowness. To recover somewhat from these influences and obtain some of the broadening that is essential to culture, is worth the effort. And that the reading necessary to such broadening is out of one's line, is certainly the last reason to the thoughtful mind why it should be neglected. The sinner might well say that salvation is out of his line. We do not cease to urge it upon him because of that. Indeed, that is the very ground of our strongest urging. And the young, especially, would find it particularly profitable, and a strong help in resisting the narrowing influences of their work, to look out upon the world through as many windows of knowledge as they can, before they come under the full force of the cramping pressure of active, work-a-day life.

Whoever undertakes to read by plan ought to stick to it to the end. One considerable part of the value of it is lost, if he does not do so.

Edward Everett Hale, who has had a good deal of experience with reading classes and clubs, says: "I should urge, and almost insist, that no one should attend the class who would not promise to attend to the end. Nothing is so ruinous as the presence of the virgins who have no oil in their vessels, and are in the outer darkness before the course is half done," which is a new and ingenious and wholesome application of the parable.—*Journal and Messenger*.

THE SEVEN LAWS OF TEACHING.

BY JOHN M. GREGORY, LL. D.

Teaching has its natural laws as fixed as the laws of circling planets or of growing organisms. Teaching is a process in which definite forces aim to produce definite effects, and these effects follow their causes as regularly and certainly as the day follows the sun. Causation is as certain, if not always as clear, in the movements of mind as in the motions of matter. The mind has its laws of thought, feeling, and volition, and none the less fixed that they are spiritual rather than material.

To discover the laws of any process, whether mental or material, is to bring that process under the control of him who knows the law and can command the conditions. He who has learned the laws of the electric currents may send messages through the ocean; and he who has mastered the chemistry of the sunbeam may make it paint him portraits and landscapes. So he that masters the laws of teaching may send knowledge into the depths of the soul, and may impress upon the mind the images of immortal truth. He who would gain harvests must obey nature's laws for the growing corn; and he who would teach a child successfully must follow the laws of teaching, which are also laws of the mental nature.

Teaching, in its simplest sense, is the communication of knowledge. This knowledge may be a fact, a truth, a doctrine of religion, a precept of morals, a story of life, or the processes of an art. It may be taught by the use of words, by signs, by objects, by actions, or examples; and the teaching may have for its object instruction or impression—the training of mind, the increase of intelligence, the implantation of principles, or the formation of character; but whatever the substance, the mode, or the aim of the teaching, the act itself, fundamentally considered, is always substantially the same; it is a communication of knowledge. It is the painting in another's mind the men-

tal picture in one's own—the shaping of a pupil's thought and understanding to the comprehension of some truth which the teacher knows and wishes to communicate.

To discover the law of any phenomenon we must subject that phenomenon to a scientific analysis and study of its separate parts. If any complete act of teaching be so analyzed, it will be found to contain seven distinct elements or factors: 1, two actors—a teacher and a learner; 2, two mental factors—a common language or medium of communication, and a lesson of truth to be communicated; and 3, three functional acts or processes—that of the teacher, that of the learner, and a final or finishing process to test and fix the result.

These are essential parts of every full and complete act of teaching. None of them can be omitted, and no other need be added. No full account of the philosophy of teaching can be given which does not include them all. If there is any true science of teaching, it must lie in the laws and relations of these seven elements and facts; and no true or successful art of teaching can be found or contrived which is not based upon these laws.

To discover their laws, let these seven elements be passed again in careful review and enumeration, as follows: 1, a teacher; 2, a learner; 3, a common language or medium of communication; 4, a lesson or truth; 5, the teacher's work; 6, the learner's work; 7, the review work, which ascertains, perfects, and fastens the work done. Is it not obvious that each of these seven must have its own distinct characteristic, which makes it what it is? Each stands distinguished from the others, and from all others, by this essential characteristic, and each enters in and plays its part in the scene by virtue of its own character and function.

It may seem trivial so to insist upon all this. Some will say, "Of course there can be no teaching without a teacher and a pupil, without a language and a lesson, and without the teacher teaches and the learner learns, or, finally, without a proper review, if any assurance is to be gained that the work has been successful and the result is to be made permanent." All this is too obvious to need assertion. So also is it obvious that when seeds, soil, heat, light, and moisture come together in proper measure, plants are produced and grow to the harvest; but the simplicity of these common facts does not prevent their hiding among them some of the profoundest and most mysterious laws of nature. So, too, a simple act of teaching hides within it some of the most potent and significant laws of mental life and action.

Each element here described has its own great law of function or

action, and these taken together constitute the SEVEN LAWS OF TEACHING.

These laws are not obscure and hard to reach. They are so simple and natural that they suggest themselves almost spontaneously to any who carefully notes the facts. They lie imbedded in the simplest description that can be given of the seven elements named, as in the following :

1. A teacher must be one who KNOWS the lesson or truth to be taught.
2. A learner is one who ATTENDS with interest to the lesson given.
3. The language used as a MEDIUM between teacher and learner must be COMMON to both.
4. The lesson to be learned must be explicable in the terms of truth already known by the learner,—the UNKNOWN must be explained by the KNOWN.
5. Teaching is AROUSING and USING the *pupil's mind* to form in it a desired conception or thought.
6. Learning is THINKING into one's own UNDERSTANDING a new idea or truth.
7. The test and proof of teaching done—the finishing and fastening process—must be a RE-VIEWING, RE THINKING, RE-KNOWING, and RE-PRODUCING of the knowledge taught.

These definitions and statements are so simple and obvious as to need no argument or proof ; but their force as fundamental laws may be more clearly seen if stated as rules for teaching. Addressed to the teacher, they may read as follows :

- I. Know thoroughly and familiarly the lesson you wish to teach ; or, in other words, teach from a full mind and a clear understanding.
- II. Gain and keep the attention and interest of the pupils upon the lesson. Refuse to teach without attention.
- III. Use words understood by both teacher and pupil in the same sense—language clear and vivid alike to both.
- IV. Begin with what is already well known to the pupil in the lesson or upon the subject, and proceed to the unknown by single, easy, and natural steps, letting the known explain the unknown.
- V. Use the pupil's own mind, exciting his self-activities, and leading him to think out the truth for himself. Keep his thoughts as much as possible ahead of your expression, making him a discoverer of truth.
- VI. Require the pupil to reproduce in thought the lesson he is learning—thinking it out in its parts, proofs, connections, and applications till he can express it in his own language.

VII. Review, *review*, REVIEW, reproducing correctly the old, deepening its impression with new thought, correcting false views, and completing the true.

These rules and the laws which they outline, underlie and govern all successful teaching. If taken in their broadest meaning, nothing need be added to them; nothing can be safely taken away. No one who will thoroughly master and use them need fail as a teacher, provided he will also maintain the good order which is necessary to give them free and undisturbed action.

Like all the great laws of nature, these laws of teaching will seem at first simple facts, so obvious as scarcely to require such formal statement, and so plain that no explanation can make clearer their meaning. But, like all fundamental truths, their simplicity is more apparent than real. Each one varies in applications and effects with varying minds and persons, though remaining constant in itself; and each stands related to other laws and facts, till it reaches the outermost limits of the science of teaching. Indeed, in a careful study of these seven laws, to which we shall proceed in coming articles, the discussion will reach every valuable principle in education, and every practical rule which can be of use in the teacher's work.

They cover all teaching of all subjects and in all grades, since they are the fundamental conditions on which ideas may be made to pass from one mind to another. They are as valid and useful for the college professor as for the master of a common school; for the teaching of a Bible truth as for instruction in arithmetic. In proportion as the truth to be communicated is high and difficult to be understood, or as the pupils to be instructed are young and ignorant, ought these rules to be carefully followed.

Doubtless there are many successful teachers who never heard of these laws, and who do not consciously follow them; just as there are people who walk safely without any knowledge of gravitation, and talk intelligibly without studying grammar. Like the musician who plays by ear, and without knowledge of notes, these natural teachers, as they are called, have learned the laws of teaching from practice, and obey them from habit. It is none the less true that their success comes from obeying law, and not in spite of laws. They catch by intuition the secret of success, and do by a sort of instinct what others do by rule and reflection. A careful study of their methods would show how closely they follow these principles; and if there is any exception it is in the cases in which their wonderful practical mastery of some of these rules—usually the first three—allows them to give slighter heed to the others. To those who do not belong to this class

of "natural teachers," the knowledge of these laws is of vital necessity.

Let no one fear that a study of the laws of teaching will tend to substitute a cold, mechanical sort of work for the warm-hearted, enthusiastic teaching so often admired and praised. True skill kindles and keeps alive enthusiasm by giving it success where it would otherwise be discouraged by defeat. The true worker's love for his work grows with his ability to do it well. Even enthusiasm will accomplish more when guided by intelligence and armed with skill, while the many who lack the rare gift of an enthusiastic nature must work by rule and skill or fail altogether.—*The Pilgrim Teacher.*

A BIT OF EXPERIENCE.

The following bit of interesting experience is given by Supt. R. M. Streeter, of Titusville, Pa., and comes to us through the *Canada School Journal*. The lesson it contains is worth many times the subscription price of the MONTHLY to every teacher who will learn it well and practice it:

I see John away in one corner, anxious to get his head behind the boy in front of him. That means he is going to whisper. Now, what is the use of waiting for John to do that? I don't wait. I say, "John, do you want anything?" Of course he lies, and says, "No, sir." "Why," I say, "what were you going to whisper about?"

"I was only going to ask him to take his knife."

"Well, do take it; only let me know when you want anything like that, and don't get down behind Tom in that fashion. Tom, will you let John take your knife?"

Out comes the knife, John takes it, and when he gets through with it, looks at me with lifted eyebrows, and points the knife at Tom. I nod, Tom takes the knife; and that is all there is to it. Another time when John wants anything, he asks for it, man fashion, for two good reasons: he knows he can have what he wants if it is necessary; and he knows he will be caught if he don't. So, then, if pupils do care to whisper, you can stop the whispering by watching them.

I hope I shall not shock any of you teachers when I tell you that I have a great deal of sympathy for a boy, big or little, who has smuggled an apple into the school-room. He has brought it with him with the best intentions in the world. He doesn't expect to be mean about it. He hasn't the slightest idea of eating it. He does take it from his pocket, but that is because the apple is so large that it is painful

there, and he puts it into his desk for safe-keeping. For the first half hour he forgets all about it; but when he stops a moment, tired with his work, with his elbow on the desk and his head upon the palm of his left hand, there comes floating up from that desk to the nostrils of that school-boy an aroma that the perfumes of Arabia cannot equal. Even then, no thought of guile drifts like a fancy across his mind. It smells so good that he puts his hand under to rub the luscious fruit, and carries to his eager nose the perfumed hand. Then the temptation comes; then, the head goes down; then, quicker than light, the sharp teeth cut the red skin; and for the next five minutes that is the most studious boy in the room.

Now, I like apples; and I suppose I have done what that boy has just been doing a good many times in my life. I saw him when his head went into the desk; when that big bite left the apple I heard it, and I saw every eye in that neighborhood turn to me to see if I knew what was going on. From that day to this the rest of those school-boys believe that I never knew about that apple being eaten. A day or two afterward, when they had forgotten it, and the apple-eater happened to be at my desk, I said to him quietly: "I didn't blame you much the other day when you ate that apple. It was a good one; and if it hadn't been in school I'd have asked you for a bite. You'd better not bring any more—do you think you had?" It was worth half-a-dollar to see that boy open his eyes and to hear the wonder-tone in his voice, as he exclaimed, "Did you see me?" "See you," said I, "of course I did; but I thought you wouldn't do it again, if I asked you not to; and you won't, will you?"

"No, sir;" and it came out in that honest hearty voice which a teacher likes to hear. I don't think he ever did, for two good reasons. I had used him as I would like to be used under the same circumstances; and he felt sure that he would be caught again if he did. So I say that boys can be kept from eating apples by watching them, and treating them with a dose of the Golden Rule, if you get a chance.

SCHOOL EXAMINATIONS.

The following is clipped from the *Dayton Journal*. Its very sensible and seasonable hints betray its pedagogical origin:

Examinations in our public schools begin to-day, and as a matter of course, a fair-sized army of children are on the alert, waiting for the distribution of the questions which are to take their mental measure.

Another allied army consists of their sympathizing parents who fight their school battles over again in the persons of their children.

The Dayton school authorities have wisely, perhaps, lessened the number of written examinations, so that now there are but three a year. We say "perhaps," for as the number decreases the excitement increases.

As promotion depends upon the result of the final examination, there is no cause for the undue stress of the previous two unless they are taken as what the outside world calls "pointers." A question asked at the superintendent's office as to what the object of these tests is, brought out the reply that it is three-fold: To see what the pupil can do—that is, test his mental powers; to learn how faithfully he has done the term's work, and to find out the character of his teaching.

The demand for too high percents is productive of bad results. It makes it very difficult, if not impossible, for the superintendent to test the first and third of the three things named above. A cry comes up for something to measure memory only and make 100's plenty and cheap.

Simple cram is not teaching, instruction is something more than drill; and examinations that reward cram and drill only are by no means an unmixed good. Contrarily, they do a large amount of unmixed harm. When examinations do their best work in stimulating thought and invention, and directing and elevating instruction, 100's are scarcely a possibility.

Every examination worthy of the name discloses the fact, and confirms what the teacher already believes, that her pupils are not all alike, either in native ability or amount of acquired knowledge. What should be done with those who are behind their class is a serious question. Each case must be considered upon its own merits, and no wholesale mode of dealing seems equitable if we remember that schools are organized for the children, and that children are not born into the world mainly to be fitted into a perfectly graded school. The best thing in most cases is to leave the slow boy where he is, and in two years he will likely do what he seems unable to do in one. This is no penalty, but rather a privilege, when properly viewed.

But just here comes in another consideration. Suppose he remains where all will agree that he can derive the most profit from his year's attendance, and at the end of the year is not promoted. Many of our teachers believe that he is taken by "the powers that be" as a standing proof that his teacher has come short of her duty. She may, but this is not proof of it. And her holding on to the dull pupils, giving them encouragement, of which perhaps they have not had a surplus; and

seeing that they, too, have their portion in due season, should plead for her with every "power" before whom she may come, that she knew the teacher's duty and did it.

The proper inquiry should be, not what per cent. of pupils sent up by a given teacher were promoted? but what did she do, how did she improve her opportunities for good, how many pupils has she had during the year, and where are they?

Work done in a spirit contrary to this tends to drive pupils from the school. "The greatest good to the greatest possible number" is very old and very trite and very true.

FRIDAY AFTERNOON.

By GEORGE C. MASTIN, County Superintendent of Carroll County, Ills.

In answer to a letter of inquiry asking for suggestions relative to "Friday afternoon exercises," a leading and progressive teacher wrote this: If I were teaching in a country school I should make my Friday afternoons the happiest half-days of the week. With this object and that of instruction in view, success will surely follow. Pupils may be led to do much work, under the impression that they are playing. Among the many things that you may do, the following are presented as examples:

1. Have a pronunciation test. Prepare and put on the board at least ten words commonly mispronounced. Do this soon enough to enable the earnest pupils to consult the dictionary.
2. Devote twenty minutes to "spelling down," using words commonly misspelled.
3. Have a chart or map exercise.
4. Read a short sketch, and have pupils reproduce the thought orally or in writing.
5. Give out work, either orally or from the blackboard, requiring work in addition, subtraction, multiplication and division combined. Teach squares of numbers.
6. Let each pupil give a sentiment from a standard author. If possible, induce the pupil to develop the thought in his sentiment. (Language lesson.)
7. Put "queer queries" on the board for investigation. Do this a week in advance. It will stimulate observation. Parents will become interested.

8. Require pupils to answer rapidly ten questions about current events, dates, places, persons, etc. Number the answers from one to ten, and criticise as in a written spelling lesson.

9. Give a practical lesson in civil government.

10. Conduct an exercise in false syntax. This work is very practical. Require pupils to correct sentences without giving the grammatical reasons. In this way you can do much to teach the true use of the verbs, *teach, lie, sit, lay, set*; the true use of the past tense and past participle of irregular verbs; and also to discountenance many vulgarisms. It is better to do this than to teach the list of Presidents of the United States.

11. Require older pupils to write, fold properly, enclose, and address a letter of some kind.

The above are among the things that pupils can and will do. You cannot expect to bring about all of these results at once. It is an easy matter to state *what* to do. But it takes time and patience to learn *how* to do these things. When the very young pupils grow weary, let those of them who prefer it go home. You need not hope to secure the willing co-operation of all your pupils. If half of them try at first, you may feel encouraged. Giving sentiments is a pleasant exercise. Every teacher should own an Emerson or a Longfellow calendar, and place it in his school-room. If you know of anything in addition to the above that adds interest to the above suggestions, please to let the teaching fraternity hear from you. If the plan of having "Friday afternoon" exercises impresses you favorably, don't fail to attempt it, no matter how small your school, nor how unruly, nor how limited your supply of books and appliances, nor how brief your experience. But of one fact you may be assured: Unless you are willing to do much extra work out of regular school hours, you can hardly hope to win.

KEEP ANALYSIS AND OPERATION SEPARATE.

BY T. B. PRAY.

In the "Manual on the Course of Study," among other exceedingly valuable suggestions on the teaching of arithmetic, is found the following: "All the operations required in the solution of a problem should be indicated before any of them are performed. The whole attention should be centered first on the reasoning necessary for the solution; and, second, on the operations. Cancellation should be used when it

will shorten the work." The good sense of the above direction seems so self-evident as to need no argument or explanation, and hardly to need statement; but a reading of examination papers, or careful scrutiny of mathematical work in our institutes, will not tend to confirm one in that opinion. It may be well, therefore, to note some of the advantages of such a method. First should be placed the cultivation of the ability to analyze. It is a necessary step in acquiring a mastery of the science of numbers, to learn to think of an unknown quantity as ascertainable and definite, and to be able to use it, while yet unknown, as the basis of further analysis. Set any child to ascertain the cost of 35 acres of land, when 42 acres sell for \$780, and he will begin, of course, by dividing 780 by 42. Now it is the sure mark of a tyro, of an unexpert dabbler in arithmetic, if he *stops his analysis* at this point to ascertain how much one acre costs. That cost of one acre is ascertainable, definite, though unknown, but is not called for by the question, and is of use only to be multiplied by 35. If all the operations are indicated, we have, $780 \div 42 \times 35$, whence by cancellation the result is obtained by no more mental work with numbers than can be performed by a child who has mastered short division, and beside the original numbers and the answer, only five figures are needed. To ascertain the cost of one acre, and then multiply by 35, by the ordinary method, requires some 37 auxiliary figures (seven times as many as before), and besides, involves the pupil in long division and reduction and multiplication of fractions. Because of the failure to insist "that all operations shall be indicated before any of the work is done," the pupil does not see that this is a case to which "cancellation" is applicable; and his notions of the relations of the numbers are more or less confused with his notions of the numbers themselves.

We may learn to analyze through operating. We analyze mainly for the sake of the operation, but the analysis is in no way dependent on the operation, while it does control the operation in every particular. It would seem, therefore, the part of wisdom to pay more attention to developing the power of discovering the relations of numbers, and less to mere operations, which often prove so vexatious and wasteful of time for the student, and so tedious for the teacher to look over and correct. It has proved, in some instances, a profitable exercise to allow the class in recitation to perform none of the operations, but to give the steps in the analysis, while the teacher or one of the pupils writes the indicated operations on the blackboard. The merits of the different analyses of the same problem are thus made sufficiently obvious to the class, and their mastery of the principles involved thoroughly tested, while the best method of doing absolutely necessary

work may be clearly seen. It will probably be found by some who may try this experiment, that some pupils who may have acquired considerable knowledge of arithmetic are balked and quite unable to complete an analysis until allowed to perform part of the work, and express in figures some definite, but as yet unknown, auxiliary quantity. Whatever may be true of the scholar, for the teacher, at least, the only refuge from intolerable drudgery is the ability to think clearly from the first step to the last of a solution, so as to determine whether an error lies in method or in operation. The example above seems one of the simplest involving analysis and cancellation, yet the failure to utilize such simple examples in the beginning of a course of training in "analyzing and indicating before solving," is one of the chief obstacles to the use of this method later on,—when the problems are more complex and the operations correspondingly longer and more tedious, and the results more liable to be rendered useless through inaccuracies in the computation.

Other reasons for urging the more frequent use of this method are the saving of time and labor, and the greater accuracy arising from less computing. The following is a case in point. During the institute season, once upon a time, a Chicago daily paper mentioned the sale of a city lot 35 feet front by 165 feet deep, for \$35,000. The members of the institute were asked to find the cost per acre. The almost uniform method of solution is here given :

165	5775	35000(6.06 + = price per foot.
35	34650	
825	35000	160
495	34650	30 ¹ / ₄
5775=no. of sq. ft.	350	4840
		9
		43560 = no. sq. ft. in acre.
		6.06
		261360
		261360
		\$263973.60 = cost per acre.

Had precisely the *same analysis* been followed, indicating the work only, the pupil would have had this statement :

$$\frac{35000}{35 \times 165} \times 160 \times 1\frac{1}{4} \times 9 = \text{cost per acre.}$$
 By cancellation this becomes $1000 \times 8 \times 33 = \264000 .

This second method enables any pupil to solve the example with not more than 14 auxiliary figures; the first and common method uses

67, and if *no mistakes* are made in the computation, the answer will not be correct, unless the decimal quotient is carried out beyond *tenths of a mill*.

Similar instances must be brought almost daily to the notice of every teacher of this subject. Cancellation is frequently treated as a "section of the book," to be worked through, of course, in going through the book, but afterward to be used only when specially prescribed. When a student is mildly remonstrated with for such reckless waste of time and brain-tissue, the most common reply is, "I could have used cancellation, but didn't know you wanted it," and the reflection that this attitude toward the subject, on the part of the pupil, is due to the practice and teaching of members of our own profession, compels us to silence. Fraternal courtesy forbids harsh criticism.

If the suggestion of the Manual could be utilized only by a mathematical genius, or by those who had given years to learning long tables or acquiring tricks with numbers, there would be some excuse for the neglect of short methods of solution. On the contrary, everything that is here asked for in the way of computation is within the reach of a child who has mastered short division.—*Wisconsin Journal of Education*.

WAYS OF WORKING.

A METHOD IN ADDITION.

If you have board room, send your intermediate and advanced classes to it, and prepare for some work in addition. (If you do not have this room, use the slate, or the scratch books.) Have the pupils to write the numbers to be added as you pronounce them; they would appear thus:

234	234	234	234	234	234	234
987	987	987	987	987	987	987
Etc.	Etc.	Etc.	Etc.	Etc.	Etc.	Etc.

When the columns are written have the pupils face you and then give each one a separate and distinct number, requesting them not to turn until each is supplied with a number different from those of the others; at a given signal have all turn, write the numbers given beneath the column, and add.

The numbers might be these: 987, 376, 768, 375, 937, 879, 675, all different. Ask the pupils to turn as they get the results and pronounce distinctly the numbers 1, 2, 3, 4, 5, etc., as they finish the

additions in order. When all are through call for the results by numbers; as no two pupils can have the same result, it follows that there must be a test applied in some manner. The writer has used the following test with good results, and commends it to the careful trial of those in need of a sure and speedy one: Have all turn, strike out two or three numbers that you shall name, then have them to add the remaining numbers, omitting the numbers struck out; when this is done have the pupils to take the last sum from the first one; if the difference equals the sum of the numbers struck out, then the work is correct, otherwise it is wrong. It will be noticed that it will answer every purpose to have but one number struck out; in the case of a ledger column instead of striking out a number it would be well simply to place a strip of paper over a number during the second addition, and on raising the paper, if the difference equals the number beneath it, the additions are correct.

The reason for giving different numbers is to prevent all chances for copying, and to make each pupil independent of his fellow. Try it, and if you do not like it, try something better; only be sure that your pupils are able to add.—*Country and Village School.*

VARYING A READING LESSON.

Cut from some newspaper or magazine a narrative story that is interesting and not too difficult for the class to read as easily as they would the regular lesson in the reader. Select all the difficult words in it, and copy them on the blackboard, to be pronounced and defined by the class. If there are names of persons in the story, put those on the board also, and everything else which could be made a profitable study.

Divide the story into as many paragraphs or parts as there are pupils in the class, and give each a scrap cut from the paper, and require him to study it carefully. Of course he will have no idea of its connection with the story.

Recitation time comes. Spend the first part in reading what they were to prepare from the board. Then have the class commence reading, requiring them so to arrange the paragraphs given them as to make good sense. The pupil who has the scrap on which the subject of the story is written begins to read. The others read whenever they see their paragraphs are needed to make good sense, and so continue until the narrative is completed. Care, however, should be taken at first to cut the story in such a way as to have the connection easily seen; but, after they have had some experience the work should be

gradually made more difficult. The teacher should always have a copy of the complete story, so as to be able to prompt the pupils if necessary. After the pupils have put together the whole tale, call upon some one to tell it again in his own words. For the next reading lesson require them to write the story from memory. The papers should be taken charge of by the teacher, all mistakes underlined, and the same corrected by the pupil. The exercise obliges them not only to understand what they have to read, but it is also a good language lesson. Pupils like such a lesson; it requires them to give the closest attention to every paragraph read, also to observe the plot of the story, or they will be unable to read when their "turn" comes, to tell what has been read, or to write it out afterward.—*C. W. Crossley, Texas.*

HOW TO TEACH THE TABLES.

In teaching addition, subtraction, multiplication and division tables, great care should be taken that the pupils do not learn them by rote, or by the combination of sounds, instead of by the mental combination of numbers.

To break up this habit of learning tables by rote, or by constant repetition of sounds in concert exercises, teachers should frequently drill their pupils in such tables as the following :

ADDITION TABLE.

5's	2's	3's	4's	6's	7's	8's	9's	10's
10	12	7	5	4	12	3	9	11
6	3	9	3	9	9	2	6	4
11	6	4	6	6	11	7	12	6
5	4	8	10	10	5	8	7	10
4	9	6	4	12	10	12	11	5
1	7	12	1	7	4	10	4	3
3	2	3	11	11	6	9	10	7
7	11	5	9	3	3	11	3	12
12	5	10	12	8	2	6	1	9
9	1	1	7	5	7	5	5	2
2	8	11	2	2	1	4	8	8
8	10	2	8	1	8	1	2	1

Require individual pupils to point out on the blackboard the com-

bination of the figure in each column above the line across the top of the table with the figures below, and give only results :

Add the first column of "5's" downwards and upwards until the scholar has thoroughly mastered it. Do not allow pupils to repeat five and ten are fifteen, five and six are eleven, five and eleven are sixteen, etc., but require them to point on the blackboard to each figure in the column, and give only results ; downwards thus, 15, 11, 16, 10, 9, 6, 8, 12, 17, 14, 7, 13, : upwards, 13, 7, 14, 17, 12, 8, 6, 9, 10, 16, 11, 15.

Add the other columns in the same manner.—*Supt. Buck, Manchester, N. H.*

In teaching arithmetic, principles should be taught inductively, as far as possible, and each should be proved or illustrated by the pupil. A thorough mastery of every principle should be made an essential condition of the pupil's progress.

A HISTORY EXERCISE.

On examining the index of an ordinary school history it will be seen that a list of about one hundred names will comprise those who are most noted in the annals of our nation. The list will comprise discoverers, explorers, generals, inventors, authors, statesmen, orators and presidents.

Scholars in history should have some definite knowledge of each noted personage ; teach but little, but teach that little well. My plan is to check off in the index to the text-book the most noted names ; give the class a few each day, and require them to find out all they can about each name. Who was he ? When did he live ? If an officer, tell on what side, and in what war. If an inventor, what did he invent ? What did he discover ? etc.

When the scholars have exhausted their stock of information, the teacher should condense the same into one, two, or three sentences, as the case may require. This condensed answer is to be written after the name in the blank book for future use. The following is a suitable form in which to preserve the names and the remarks about each.

They are a few of the names taken at intervals from the list I have used with my class ; the names should be numbered regularly to assist in assigning lessons. Such a list should be learned either as it is being compiled or when completed. I am afraid some teachers will get into trouble by giving too much explanatory matter ; but if only a sentence or two is given about each name, it will answer the purpose better than a whole biography.

No.	NAME.	REMARKS.
48	Thomas Jefferson.	The third President of the United States.
49	John Paul Jones.	A famous naval officer in the Revolutionary War. He was in the service of the Americans, although born in Scotland.
50	Lafayette.	A French nobleman who fought with the Americans in the Revolution.
51	Abraham Lincoln.	He was twice elected President of the United States, and issued an order during the Civil War freeing the slaves. He was shot while serving his second term.
52	James Madison.	He was the fourth President of the United States.
53	Magellan.	A Portuguese navigator who discovered the Strait of Magellan; he died on this voyage, and his sailors made the first voyage around the earth.
54	Massasoit.	An Indian chief who made a treaty of peace with the Pilgrim Fathers.
55	Gen. McClellan.	A Union officer in the Civil War.
56	Pizarro.	A Spanish soldier who conquered Peru.

A fact once learned is like an island in the sea: as the island constantly receives drift matter, and thus adds to itself, so any fact once fixed in mind serves as a starting point about which other facts will gather without assistance on our part. This applies very forcibly to the study of history; the pupil needs to have several starting points well in mind. Everything he learns should be referred to something else, so that one point will call up another.—*Cal. Teacher.*

Aim to have your work conform to the following principles:

1. Activity is the law of childhood. Provide work so that your pupils may be kept busy.
2. The faculties should be cultivated in their natural order:—perception, memory, imagination, reason, judgment.
3. Present but one difficulty at a time.

4. Never require a pupil to memorize what he does not understand.
5. Proceed step by step from the known to the unknown, from the particular to the general, from the concrete to the abstract.
6. Develop the idea, then give the term.
7. What is to be done should be learned by doing.
8. In discipline, prevention is better than correction.—*Supt. L. C. Foster, New York.*

NOTES AND QUERIES.

ANOTHER SCHOOL LIBRARY.

"The History of a School Library" by W. H. C. N., in the MONTHLY for April, was full of interest to the writer; probably the more interesting as it described a humble effort of his own to better the facilities of the pupils of the school in the village of C.

Having charge of the schools here in 1880, '81 '82 and '83, and having tried various ways to rouse the literary spirit in the town, and especially in the schools, with but little success and less encouragement, (being blessed (?) with a board of education that would not take a single step in advance of public sentiment, for fear of rendering themselves unpopular, and, like too many other boards of education, always ready with adverse criticism, and just as ready to take to themselves all the honor of any successful expedient, devised and executed in spite of them or without their consent), it was finally decided to try a dramatic entertainment.

We organized a "High School Dramatic Club" and in due time rendered "Our American Cousin" with such success that by request we repeated it on the succeeding evening to a crowded house, many being unable to get in. We next prepared and gave "East Lynne," with different players, fully as successfully as before. We gave a strawberry festival in season, and at Thanksgiving a supper, both of which were well attended. We followed these with another drama, "Under the Laurels."

Now to sum up results: We have a library of nearly three hundred volumes, a neat case in which to keep the books, and last, but better than all the rest, a desire among the pupils for literary work sufficiently strong to sustain a well conducted literary society, independent of the school, and without the presence or assistance of any of their teachers.

I should like to tell how the "old fogies" grumbled; how the board of education growled because too much of the pupils' time was devoted

to the "exhibition;" how there was not a minute of time taken from school work; how the recitations were as good as usual, and the amount of work done not diminished; and how I heard one member of the board invite a distinguished visitor to visit "*our* library," but I refrain.

J, G. S.

WRITING GOOD ENGLISH NOT EASY.

A well known New England superintendent, after renewing his subscription to the *MONTHLY*, permitted his pen to glide on. The tracks it left were meant only for editorial eyes, but we are sure many of our readers will enjoy a sight of them. Here they are:

As long as I am writing on this little matter of business, I will let my pen run on awhile. A remark you made in your last note to me, that the work of composition is a severe labor to you—or words to that effect, has inhered in my memory because of the fellow-feeling which it excited. For I too find the work of composition a laborious affair. I believe I have achieved some little repute for the use of an effective style of composition. Compliments multiply upon me in that regard, and I suppose I have the credit of writing with rapidity out of a promptly serviceable vocabulary. Thus our friend ——— recently wrote to me respecting my last report: "However I may differ with you in my opinions, I always enjoy reading the smooth and vigorous English which flows from your facile pen." Bless his dear soul! I coin every sentence I write out of my very heart's blood. "Facile pen!" My pen has often time to get rusty between one sentence and another. So has it been all my life. When I was in college I had to leave a dozen or more blank spaces in every composition for words which I knew must exist, but which I had not at command, and had to work for afterward by the slow process of tracing out analogies and approximate synonyms. So it is measurably even now. To select the words which accurately express the idea you would convey, which also shall balance the sentence so as to make it rhythmical and flowing without sacrifice of thought is an attainment which is vouchsafed to very few without good, hard work.

So, my dear sir, I have a strong fellow feeling welling up within me when you tell me that you write with great difficulty. Perhaps it has been better for both of us that this has been our necessity. If we have commanded attention to any extent by what we have written, it may be in good part because the effort we were forced to make operated to give our composition the exactness and point which secure the attention of the reader.

I do not know how old you are, and how many years you can look reasonably forward to the enjoyment of, but be they few or many,

the hard work you speak of will pay to the very end. That's a blessed old maxim, "What is worth saying at all is worth saying well." Bancroft, the historian, sets us a glorious example of persistence in the application of this golden principle. Since he has been a very old man—beyond the limit that finds most men prone and silent in the grave, he has re-written his great work, pruning the exuberance of the former edition, simplifying its rhetoric, curtailing its amplifications, giving it the purity, compactness and solidity which it lacked before.

I shall read your editorials in future with double interest—seeing how the stones, roots and other obstacles which it has to encounter and overcome in running its furrow, polish the plow into attractive brightness.

I remain faithfully yours,

COST OF TUITION.

In response to a request for the facts, Supt. Klemm, of Hamilton, sends the following:

Some "one who claims to know" makes the charge "that the school board of Hamilton, Ohio, spends more for common school education than would be required to give every child in the place a collegiate education."

During the scholastic year 1883-84 (the current year 1884-85 does not differ materially from the last), the year's expenditure per pupil, based on total enrollment, was \$12.49; cost of tuition per pupil, based on the *total* average daily attendance, \$16.31, while that of the high school alone was \$28.93. Now, \$300 is a very low figure at which a boy could be kept at college a year, and if we take a college course to last four years, we see that it will take \$1200.

Compare this with the actual expenditures in the Hamilton schools, and the recklessness of the charge is apparent. One thing is true: Our authorities pay pretty good salaries. The average salary for male and female teachers is \$650 this year. If this is a fault, it is one for which the authorities are to be praised.

Let me say in conclusion that I am not in the habit of answering base and stupid charges. Life is short, and a sensible man will at best but shrug his shoulders when he hears blatherskites discuss the multiplication table, or claim that twice two is and naturally must be five.

ANSWERS TO QUERIES.

Query 12, p. 182, appears to have been unsatisfactorily answered in the May number. You will find 3 to be the G. C. D. of the numbers; subtracting 3 from each number and G. C. D. of the remainders is still 3. Subtract 3 from each again and it leaves 21, 42, 84 and

168, of which 21 is the G. C. D. The G. C. D. being as large as the least number, is the required divisor. You will readily observe where I got 6.

V. E. RUDY.

In q. 12, p. 182, as answered on p. 223, the editor asks whether the application of the principle stated is altogether clear. It is to me ; and with the following explanations it certainly will be to the readers of the MONTHLY. If the divisor of two numbers is a divisor of their difference, the G. C. D. of two numbers is a divisor of their difference. Then, as there is the same remainder, conceive this remainder to be x . Then $48 - x$ and $27 - x$ are exactly divisible by the required G. C. D. Now, subtracting $27 - x$ from $48 - x$, the x , or constant remainder, disappears, and the difference is divisible by the G. C. D. (by the principle.) In like manner treat 90 and 48, then 174 and 90; from which we see that the G. C. D. of the numbers, minus the constant remainder, is a divisor of the differences, and that it is their G. C. D. Hence, the G. C. D. of the differences is the number required.

E. S. L.

Q. 1, p. 224.—Plato has something to this effect: Do nothing to others which you would not have others do to you. This was evidently intended as a statement of the same principle that Jesus uttered 400 years later: "As ye would that men should do to you, do ye also to them likewise."

It was not new in either case. Something similar may be found in the writings of Confucius, and the same injunction came from Moses in the words, "Love thy neighbor as thyself." So far from claiming to announce a new doctrine, Jesus distinctly said, "This is the law and the prophets."

Plato's near approximation to the doctrines of Christianity, his language sometimes being almost identical with that of the apostles, is an old problem. Some have claimed that he was debtor to the old Hebrew prophets—that he drew water from the same wells to which the apostles resorted. Others allege that the spiritual interpretation of Plato's utterances which gives them their special significance may have been unwarrantably deduced from the Neo-Platonists who flourished from the third to the fifth century of the Christian era. It does not seem that any satisfactory solution can be given. Referring to this problem, one writer says: "There are depths of mystery in the life of men and of nations which no plummet in man's hands can fathom, but which justify the conviction that, as the spirit of God brooded over the face of the deep, and brought order and beauty and life out of chaos, so it incessantly broods over the dark confusion of earthly change, regulating all issues, and preparing the world, in the midst of manifold disorder, for the higher and purer phases of being, for which it is designed, and toward which it is blindly striving." —ED.

Q. 2, p. 224.—Yes. Theory and practice is the most important branch upon which teachers are examined.

A. Z. B.

That depends. The age of the applicant, the questions submitted,

the grade required to pass, etc., must be known before a satisfactory answer can be given.

E. S. L.

Among the qualifications required by the statute is "an adequate knowledge of the theory and practice of teaching." If, upon examination, it be found that an applicant does not possess "an adequate knowledge of the theory and practice of teaching," it would be the duty of the examiners to reject him.—Ed.

Q. 3, p. 224.—Hardly ever.—Ed.

Q. 4, p. 224.—Some teachers prefer to use text-books in arithmetic and algebra without answers, expecting thereby to cultivate in their pupils greater self-reliance; but it is doubtful whether much is gained in this way. If there is any advantage of this kind it is hard to secure it. If the same book is used for several years the answers will be handed down, as a precious legacy, from class to class, even when not printed in the book.—Ed.

Q. 5, p. 224.—The "First Colonial Congress" met in October, 1765, at New York, and agreed on a "Declaration of rights and grievances of the colonies." A petition to the king and memorials to both houses of Parliament were also prepared and adopted.

The First Continental Congress was held at Philadelphia, Sept. 5, 1774. It consisted of talented and influential men from all the colonies, except Georgia.

E. L. BANKS.

La Grange, O.

The First Colonial Congress was held at New York, Oct 7-24, 1765. The First Continental, or Second Colonial Congress, was held at Philadelphia, Sept. 5-Oct. 26, 1774.

E. S. L.

Losing says the first Colonial Congress met in the City of New York, May, 1690. This was in the time of King William's War. It consisted of delegates from three or four of the colonies, and was called for the purpose of agreeing upon some plan of defense. The term Colonial Congress seems to have been applied to such conferences as this, in which there was no approach to the exercise of sovereign functions.

The first American or Continental Congress met in 1774. Of it Judge Story says, "The Congress thus assembled exercised *de facto* and *de jure* a sovereign authority; not as the delegated agents of the governments *de facto* of the colonies, but in virtue of original powers derived from the people."—Ed.

Q. 6, p. 224.—Yes. Because the Atlantic is 3 feet higher at the Isthmus of Panama than the Pacific; so says the engineer of the Panama railroad.

J. W. JONES.

It has been the popular notion that the Atlantic Ocean is many feet higher than the Pacific at the Isthmus of Panama; but it is now claimed that there is no difference. There are times when there is a difference, owing to difference in the rise of the tide; but the mean level is believed to be exactly the same.—Ed.

Q. 7, p. 224.—Bolivia has no sea-coast, but has a sea-port which

is now on Chilian territory; namely, Cobija. Chili now extends nearly to Lake Titicaca. This territory was taken from Bolivia and Peru by Chili, in 1883.

W. H. D.

Smithville, O.

Q. 9, p. 224.—Let x = A's share, and y = B's share. Then, $x + y = 100$, and $\frac{250}{x} - \frac{250}{y} = \frac{3}{4}$; from which $x = 46.271$, and $y = 53.729$.

E. S. L.

$100 \times \$.75 = \75 ; $\$500 - \$75 = \$425$; $425 \times 425 = 180625$; $75 \times 250 \times 4 = 75000$; $180625 + 75000 = 255625$; $\sqrt{255625} = 505.5937 +$; $425 + 505.5937 = 930.5937$; $930.5937 \div (100 \times 2) = 4.652968$, price per acre paid by B; and A. paid $\$5.402968$ per acre; $\$250 \div \$4.652968 = 53.728$ acres, B's share; $\$250 \div \$5.402968 = 46.271$ acres, A's share.

J. W. JONES.

Q. 10, p. 224.— $\sqrt{16^2 - (16 \div 2)^2} = 8\sqrt{3}$, altitude. $16 \div (8\sqrt{3} + 1) = 7.4$, side of inscribed square.

A. Z. B.

Rule: Divide the product of base and altitude by their sum.

J. W. JONES.

Answers to same effect by E. S. L. and J. O. R.

Q. 11, p. 224.—In the Anglo-Saxon, *to* was used only with the dative case. When the nominative, dative, and accusative forms became alike, *to* came to be used with the nominative and accusative without expressing any relation.

A. Z. B.

Latham speaks of two forms of the English infinitive; the independent form, and the prepositional form. The independent form is used after such verbs as *can*, *must*, *may*, and *will*; as, I can recite; I will go. The prepositional form is used after most English verbs, and some other words; as, I desire to go, = I have a desire for going; he is too young to teach = he is too young for teaching. In old English, "to" was used with the infinitive only when it had the force or value of a preposition, and out of this has grown its use as a mere mechanical device to indicate that the word following is an infinitive.—Ed.

Q. 12, p. 224.—It would require more of the connection in which it is used to determine. If it refers to the Deity it is proper. If it means something else that is exerting an influence over us it is common.

A. Z. BLAIR.

"God" is a common noun, it does not apply to Jehovah.

Smithville, O.

G. B. RHODES.

The following special list of queries was referred to Rev. R. B. Marsh, late superintendent of schools at Mt. Vernon, Ohio, who has very kindly furnished the answers which follow:

1. What are the proper abbreviations for *first*, *second*, *third* and *fourth*?

2. Is there not good authority to oppose the rule of many printers : never use a comma before *and* ?

3. Which is better : *Boston Tea-party* or *Boston Tea-Party* ?

4. Is it better to write *May* 15, 1885, or *May* 15th, 1885 ?

5. Is there good authority for this punctuation—*Henry VIII.'s* ?

6. What is the purpose of many scholarly authors in leaving the title-page of a book without a punctuation-mark or without any except periods after abbreviations ?

7. Do careful writers always place periods after numbers when written in the Roman notation ? D.

1. The Roman or the Arabic numerals. There is good authority for 1st, 2d, 3d, 4th. It seems a little like writing 4~~th~~ for the name of the great showman, or so4.

2. There is no *good* authority for any such rule. In a series of words, all of the same part of speech, when the conjunction is used only with the last, a comma must be placed between each, and before the conjunction. If three kinds of wagons are named, as, the Studebaker, the Moline, and the Jackson; and, printed as I have seen it, "Studebaker, Moline and Jackson," it would mean but two kinds at most. See Brown's Grammar of English Grammars, p. 787, Rule I. Several examples are given with *and* preceded by a comma or a semicolon.

3. Boston Tea-Party. The use of the hyphen does not usually change the rule for the use of capitals.

4. May 15, 1885, is the *best*.

5. I am quite sure there is, but have not been able to find it.

6. I don't know.

7. They do except in numbering pages of a preface, as far as I have been able to observe.

QUERIES.

1. How are conscience and will related to each other ?

E. S. L.

2. If latitude be given, how find the distance from one meridian to another ?

VINT.

3. How long will the sun shine through the north window of a house which is in north latitude 40°, in the forenoon of May 1, 1885 ?

WILLIAM HOOVER.

4. How much nearer is the source of the Mississippi River to the center of the earth than its mouth ?

E. S. L.

5. At what time between 1 and 2 P. M. is the minute hand as far past 2 as the hour hand lacks of 2 ?

H. L. MC.

6. A man left \$5,000 to be divided among his three sons, aged 13, 15, and 16y. 6mo., respectively, so that, money being put at interest

at 6 per cent., each son, on arriving at the age of 21, would have a sum equal to that of each of his brothers at the same age. What was the share of each?

7. Two men bought half of a beef, which weighed 250 lbs., and the one who took the hind quarter paid one cent per lb. more than the one who took the fore quarter. Each man paid \$5. How many pounds did each get, and how much a pound did each pay?

Kirkersville, Ohio.

O. C. L.

8. What is the plural of *goose*, a tailor's smoothing iron?

O. C. L.

9. I will work in my own sphere, nor wish it *other than* it is. Dispose of the words in italics.

C. S. S.

10. Not to know me *argues yourself unknown*. Give the construction of words in italics.

C. S. S.

THE READING CIRCLES AT SARATOGA.

BY W. H. PAYNE, UNIVERSITY OF MICHIGAN.

Last year at Madison, the West felt complimented by the generous attendance of teachers from the East; and this year, if I do not misinterpret the signs of the times, preparation must be made at Saratoga for a return visit, with large additions from the West. The occasion is inducement enough to draw large numbers of our teachers to the place selected for the approaching meeting of the National Association; but this famous watering place will lend its various attractions to form an extraordinary motive for attendance.

In Ohio, Indiana, Iowa, Illinois, Michigan and Minnesota, a new educational movement is now well under way, and it has occurred to me that an hour or two might be found at Saratoga for "taking stock of our progress" thus far, to the end that this new work may gain momentum from the net results of collective experience. "The Teachers' Reading Circle" bids fair to become an established institution, and if its plans receive the sanction of the teaching class, as seems probable, there will have been found an agency for the education of teachers more universal, and in some ways, more efficient, than any now in force. I do not desire that the National Association take any formal notice of this new organization; it has not yet passed the period of experiment; but it seems very desirable that the State managers of these Reading Circles should hold a conference for an hour or two for the purpose of adopting some uniformities of practice. I venture to nominate Mr. Burns, of Ohio, and Mr. Geo. P. Brown, of Indiana, as a committee to provide for an hour's conference during the coming meeting of the National Educational Association at Saratoga.

The ayes undoubtedly have it, and it is so ordered.

EDITORIAL DEPARTMENT.

An anonymous tract in defense of the spelling-book comes to us post-marked Baltimore, Md. In it the claim is made that the spelling-book is indispensable, and that the doctrine that spelling may be better learned from the readers is a heresy; spelling can be taught successfully only from a good spelling book.

The main argument is that fully one-half the pupils who attend public schools never advance beyond the Third Reader, and if no spelling-book is used there will be a very large number of words in common use which they will never have the opportunity of learning to spell. The writer of the tract has taken the pains to examine the First, Second and Third Readers of one of the newest and most approved series, and he finds a large number of common words wanting. From a partial computation he estimates that there are not less than 2500 common words which children ought to know but which they cannot learn from the first three numbers of any modern series of readers.

It is altogether probable that there are many words in common use which are not found in the first three books of any series of school readers; but in proving this the writer of the tract does not make out his case in favor of the spelling-book. He will hardly claim that by the time children have finished the Third Reader they should have learned all that in after-life they will find desirable to know; nor will he claim that the school reader is the pupils' only, or even chief, means of gaining a knowledge of words, aside from the spelling-book. We can scarcely conceive of greater folly than undertaking to teach children who withdraw from school thus early the spelling of all the words they may be expected to find use for in life.

It may be said in general that the best, and indeed all, that can be done for such children is to give them the best possible start at learning, to put them in the way of learning. Applying this to the matter of spelling, we would say that the teacher who begets in his pupils the habit of close attention to the spelling of the words they have occasion to use, does for them the best that can be done.

We have been inclined to think of the spelling-book as belonging to the past—as suited to that period of our educational history when spelling, reading, writing and "ciphering" constituted the sum total of school work, and when to be able to name in order the letters of long columns of unmeaning words was deemed the highest evidence of scholarship. If there is any place for the spelling-book in the schools of the present it is certainly not in any of the classes below the Fourth Reader. Especially should those pupils who can spend but a short time in school be kept from wasting their precious time in the stupid and stupefying work of memorizing the spelling of long lists of words which mean nothing to them, and a large part of which are likely never to come into their vocabulary. Intelligent teachers in this day know that something far better can be done for these little ones. They can be trained to *see words completely and quickly* and to grasp their meaning. They can also be

trained to think and to use words correctly in the expression of thought. A habit of close observation can be so formed that, as the meaning and use of new words are learned, their correct spelling is acquired almost unconsciously.

A bit of personal experience in the matter of teaching spelling may not be entirely without value to some of our readers. Twenty years ago, the writer was one of ten principals of the Cleveland Grammar Schools. It was in the palmy days of male principals in Cleveland—gone to return no more; when Oviatt, and James, and Forbes, and Hardy, and Wood, and Fox, and the rest, contended for the honor of the highest rank at the final examination of their classes. Marvelous results were attained in spelling. The pupils were drilled on the allotted pages of DeWolf's speller until, on final examination, the average standing of whole classes would run well up in the 90's. Such results were very gratifying. So important a branch as spelling was not neglected in the Cleveland schools in those days. But, alas! When we came to grade the manuscripts of these same pupils in other studies, we found many of them full of such spelling as *onely*, *boath*, *whare*, *transative*, *indictive*, and *ajitive*. These young people could not spell when spelling was needed.

In a subsequent experience of more than a dozen years without the spelling-book, very much better practical results were secured. The spelling of the pupils' written composition was much better. It is probably true that pupils who lack the spelling-book training will sometimes appear at disadvantage in a spelling contest, or when tested by a list of selected words; but to be victorious in a spelling match is not "the chief end of man," and never repays the time and labor it costs.

The only real benefit of learning to spell is to be able to write words correctly. Currie, in his *Common School Education*, gives the following admirable statement of the conditions of a good method of learning spelling. We commend it to the advocates of the spelling-book:

1. "Since spelling has reference to the forms of words, the eye of the learner should be familiar with these forms from having repeatedly observed them, before he can reasonably be asked to reproduce them in writing. Spelling should therefore follow reading, which alone can give the eye that familiarity; nor should it be begun until the pupil has read enough to acquaint him with the forms of the commonest words in the language.

2. The teaching of spelling should follow the general law, that all instruction in the forms of language should be based on an understanding of their meaning. Just as in the case of reading, the sense of words will be found a far stronger and more interesting bond of association for the forms of words than is afforded by their appearance to the ear or the eye alone.

- 3 If spelling is learnt for the sake of writing, it should be learnt mainly through that art to which it is afterward to be applied, and only temporarily and subordinately by oral instruction.

The old method of learning spelling, which consisted of learning by heart the letters in columns of isolated words, contradicting as it did each of these conditions, was the worst possible, because the most unnatural that could be devised."

A point of great weakness in our educational system is the incapacity of many who are charged with the administration of school affairs. Men are set

to plan and build school-houses, whom a man of means and taste would not entrust with the construction of his barn; men are charged with the duty of prescribing courses of study and rules and regulations for the government of schools, and the choice of text-books for the pupils to study, who have never themselves mastered the simplest rudiments of learning; and worse than all, the most delicate and important duty in the administration of school affairs, the selection of teachers, often devolves upon men who are incapable of discerning the most essential qualifications of a teacher. When shall we be wise in these things? When shall we learn to recognize the fitness of appointing educated men to places of authority in matters of education?

How beautiful is truth! How exhilarating its fresh breath! It is life and health to the soul. The truly wise buy it at any price and part with it never. But, alas, how few can see its beauty or appreciate its worth. Most men are blind and perverse. Truth at first-hand is to them an abhorrence; they can endure it only in the form of tradition, after it has lost its purity and freshness. Even the best men seem afraid to tread out on the open waters of truth, lest there be no hand strong enough to hold them up.

"See that the memory retains the words and the meaning will take care of itself," is the motto exemplified in the practice of many teachers. Others wiser adopt the maxim, "Arrest attention, arouse interest, cultivate observation, awaken thought, and the memory will take care of itself." A third class, wiser than either, judiciously combine the two. Thoughts are never complete until they are embodied in words. Well-memorized words are the casket in which thought-jewels are safely kept; but meaningless words are an empty casket.

The May number of the *Andover Review* contains an article on "What may justly be demanded of Public Schools," in which there is an unusual amount of good sense. The author, Supt. S. T. Dutton, of New Haven, shows a knowledge of the defects as well as the excellences of our school system, and treats the subject with candor and fairness. After referring to the historical basis and organic life of the system, and considering the conditions under which the schools exist and the difficulties they have to meet, he presents under three heads what he considers just and fair to demand of schools "where the support is ample and hearty, and where teachers and supervisors are allowed reasonable freedom in their work."

1. *The school should lay the foundations of character, quicken the moral sense, and help the child to become an honorable citizen.* This should be done by building up and strengthening the forces within the child. The moral atmosphere of the school should be healthful and invigorating. The personal character and example of the teacher are of the first importance, since like begets like. Character begets character. Right action should grow into right habit. Good order, punctuality, cleanliness, self-control, attention, application, should be practiced until they become habitual, not for the sake of appearance, but for the sake of character.

The writer sets little store by abstract and formal lessons in morals. "Abstract and itinerant gossip about right and wrong in the school-room" begets disgust. Moral instruction should be clothed in concrete form in order to interest and impress the young. Studies in the lives of great and good men, the contemplation of noble deeds, the memorizing of choice selections from the best authors, all tend to elevate thought and ennoble character. Reverence for God and respect for man are fundamental in good character and should be assiduously cultivated.

In its efforts to meet the demand for sound moral training, the school has a right to the active aid and sympathy of community.

2. *The school should train for life.* Efficient power is of more consequence than stores of knowledge. Those teachers who have no higher aim than to fill the minds of their pupils with knowledge, or to keep them chained to the pages of a text-book, do not meet the requirements of the age. It is not unreasonable to demand that the children be trained "to observe, to think, and to express thought clearly." The school should be as little as possible separate from the every day life of the world. To neglect and ignore the history and politics of the present, the business of the store, the office and the bank, the news of the world's doings, as well as current literature, is to keep the school out of the realm of the real and practical and confine it to a dreary routine.

Referring to the claim that public education should be partly industrial, Mr. Dutton believes that, "were the time of pupils somewhat evenly divided between manual occupation and mental labor, there would be a more full and harmonious development of the powers," but admits the difficulties in the way of the speedy adoption of a measure so radical. The industrial feature of public education, however, is based upon a true principle, which will eventually assert itself.

3. *The school must furnish the child with a good store of information.* But even here it is to be noted that the amount learned is of less importance than the manner of learning it. "A modicum of well-digested information is better than a mind that is crammed."

The following passages, near the close of the article, will give our readers a fair idea of its general tone :

"The common school can only open the lower windows of the soul to the great avenues of knowledge, and start the child on the road to self-education. Those who are fortunate and gifted enough to reap the benefits of the high school may properly be expected to have a thorough elementary education, and perhaps a little more than that. The idea that any high school can turn out boys and girls at the age of eighteen thoroughly educated, or too much educated, is a fallacy. They have a good knowledge of mathematics, but not enough to enable them to survey a field or construct a road. They have taken the first steps in science, but must have further training and long experience before they can be experts. So, also, in history, politics, and general literature, the test of excellence must be that a few things have been done well. If there is anything in the school system that fosters conceit or unfits a boy or girl to enter upon honest labor it should be pointed out and speedily eradicated.

The thing above all others to be desired is that intelligent and well-disposed tax payers inform themselves as to the conditions under which teachers in some public schools are obliged to work, and see what difficulties are encountered. If possible, let criticism be directed against a specific class of

abuses for which particular persons are responsible. It is not fair to assume that the evils existing in a particular school, or in the schools of any town, are universal. No preacher or doctor wants to be held responsible for the sins of his neighbor,—no more does the teacher. Let every one bear his own burden.

I shall not attempt to reconcile the demand sometimes made for greater economy in school expenditure. One would suppose from occasional writings on this subject that the money raised by the school tax and paid to teachers is lost to circulation; and that the property of the school district is just so much reduced. If we are to demand so much of the school system is it not right that its cost should be greater than any other expenditure? The army of intelligent men and women employed to take the place of parents in controlling, training, and instructing the children of the land are not misers. The money they earn flows directly back to their patrons through the legitimate channels of trade."

The concluding paragraph of the interesting communication published in the May number of the MONTHLY on "The World's Exposition," speaks in depreciative terms of the kindergarten connected with the Exhibit of the Bureau of Education, and thus does injustice—unintentionally it is not to be doubted—to a meritorious enterprise. The lady in charge of the school is one of the foremost kindergartners in the country, distinguished alike for her skill and sound common-sense views in training children. The writer of this paragraph had unusual opportunities for observing the little school in question, and can say that he has never seen a kindergarten in which, as it seemed to him, the management more nearly conformed to the principles laid down for child-culture by Froebel. The actions of the children which the writer of the communication referred to criticises, certainly were exceptional. J. H.

OHIO EDUCATION EXHIBIT.

The younger States of the Union make the finest display in the great Exposition at New Orleans. Nebraska, Kansas, and Dakota have the best exhibits of agricultural resources; and Iowa and Minnesota of school work. The reason why the newer States should exert themselves to excel is not far to seek. They want more people, and these exhibitions are a striking means of making known their several advantages. The older States, being under no such pressure, have on a more sober garb, and at a cursory glance, one is inclined to pronounce their exhibits far inferior; but a more thorough investigation modifies such an opinion. Ohio is one of these. The exhibit of its material resources is at first somewhat disappointing, but the more it is studied the better it is seen to be. It covers a great variety of productions, and is one of the best arranged in the Exposition. Its education exhibit, it is not too much to say, stands among the foremost of those of the older States, and it will scarcely be denied by any one, that in drawing, altogether the first, both in quantity and quality of work.

A late start was made toward getting together the material for Ohio's Education Exhibit, but had all the cities and towns which were expected to lend aid to the undertaking done as well as those which did contribute, there would have been serious difficulty in finding sufficient space to display all the work sent in. It was in accordance with the design of the School Commissioner, that the work of pupils should constitute the leading feature of the exhibit, he

believing that in this way only could the workings of the school system of the State be best shown. The examination papers sent in from the cities and towns which contributed were abundant in quantity and of a high order of excellence.

Thirty cities, towns and villages are in some way represented in the exhibit. Eighteen of these sent in students' work. The following are the names and the number of volumes of papers contributed by each:

Bellevue, 1 volume; Belpre, 1 volume; Bluffton, unbound papers representing the several grades of pupils; Chillicothe, 10 volumes; Cincinnati, 53 volumes and 1 volume of slate-work; Circleville, 5 volumes; Columbus, 13 volumes; Gallipolis, 4 volumes; Hamilton, 12 volumes; Manchester, 1 volume; New Philadelphia, unbound papers representing all grades of pupils; Oberlin, 2 volumes; Oxford, 1 volume; Portsmouth, 2 volumes; Springfield, 14 volumes; West Milton, unbound manuscripts; Xenia, 10 volumes; Zaleski, 1 volume. Total number of bound volumes, including volume of slate-work, 130.

Six cities furnished pupils' work in drawing. Cincinnati sent 2049 drawings; Columbus, 389; Dayton, 40; Gallipolis, 34 drawing-books; Hamilton, 1 bound volume; Springfield, 143 drawings. The drawings from Columbus, Dayton, and Springfield, 572 in number, are displayed on wall space. Those from Cincinnati are in eight large portfolios. The drawings from Dayton are the work of the students of the Industrial Night Drawing Schools, and are the only ones in the Exposition from that class of schools. In addition to her drawings, Springfield has on exhibition 21 beautiful specimens of scroll-sawing from pupils of the 5th, 6th, and 7th grades. In the above list have not been counted the hundred illustrative drawings scattered through the volumes of examination papers, most of which are of a very high order of merit.

The drawings from Columbus were put in place by Prof. W. S. Goodnough, City Superintendent of drawing. The arrangement is the most systematic and logical of any in the Exposition or ever made in the country.

In the Ohio exhibit of drawings every grade of schools, from the infants of the first school year to the highest grade of the high and normal schools, is represented, and every kind of drawings shown,—copies from the flat, drawings from casts and from the round, geometrical, architectural and mechanical drawings and inventive and decorative, and these in black and white and in colors. From the evidence furnished by this display, it may be justly concluded that drawing is making excellent progress in Ohio schools.

Photographs of school buildings to the number of 53 were sent in from 20 cities and towns. There were also sent in 10 interior views of school-rooms and a view of the interior of the Public Library of Cincinnati. A large number of the photographs of school buildings had been obtained through the exertions of Hon. Homer Hamilton, Ohio Commissioner of the Exposition, and Hon. John C. Keffer, Secretary of the Commission, for their general exhibit, but were kindly turned over by them to the Education Exhibit. There are also on exhibition portraits of seven eminent State educators, all, with a single exception, deceased.

Besides a large number of copies of the school laws of the State and of the Commissioner's Report, there are in the exhibit 58 volumes of school reports, and three bound volumes of the *EDUCATIONAL MONTHLY*, presented by the proprietor.

In the way of charts by students are shown a geological chart from the Belpre High School, three survey charts from Ada Normal School, and a chart of the working section of a railroad from the Troy High School. Three large charts are exhibited on which are set forth the school system of the State, the average cost of tuition in the several counties, and general statistics collated from Commissioner Brown's Report.

To the above may be added a large framed specimen of penmanship from the Superintendent of Penmanship at Hillsboro.

A special and interesting feature of the exhibit is a collection of books by Cincinnati authors, brought together and forwarded by Superintendent Peaslee, of the Cincinnati schools. In this collection are 218 bound volumes and 44 pamphlets.

One of the three divisions of space assigned to Ohio is almost entirely occupied by a college exhibit. This is entirely unique, no other State having attempted such an enterprise. The exhibit was put up by Prof. A. H. Tuttle, of the Ohio State University. In it are presented on printed charts the statistics of 16 colleges, viz.: Adelbert, Antioch, Baldwin University, Buchtel College, University of Cincinnati, Denison University, Hiram College, Kenyon, Marietta, Oberlin, Ohio State University, Ohio University, Ohio Wesleyan University, Otterbein University, Wittenberg College, and the University of Wooster. There are also 34 photographs of college buildings, 30 of interior views, and 7 of scenery in the vicinity of colleges.

There are 13 large drawings by students displayed on wall space; and four large statistical charts, prepared under the direction of Prof. Tuttle, give a comprehensive view of the condition of the higher education in our State. A cabinet of students' work in wood and in iron should not be omitted from the catalogue of this exhibit.

Of course the exhibit from Ohio is far from being complete. The schools of the benevolent and reformatory institutions of the State are not all represented. Pupils' work from them would have added much to the interest of our collection. Neither are the country schools represented further than by the photographs of three school buildings. When this class of schools shall be placed under efficient supervision, as they now are in a few townships, it will not be difficult in a future Exposition to supply such a deficiency.

It is by no means possible to make a satisfactory showing of the work of a great system of schools by means of an exhibit. The greatest and best part of such work is too spiritual to be embodied in material forms. Yet I believe the Ohio exhibit as it now stands will give a thoughtful investigator a notion not altogether inadequate of a system of schools upon which is expended annually the mighty sum of nearly ten millions of dollars. J. H.

THE OHIO TEACHERS' ASSOCIATION.

The thirty-sixth annual session will be held at Chautauqua, July 7, 8 and 9. Chairman McMillan and Secretary Loos both write that very satisfactory arrangements have been made, and a very large meeting is expected.

RAILROAD RATES.

N. Y. P. & O. will convey teachers from any point on their road and return

at 1 cent per mile each way, and at still lower special rates, as follows: From Cincinnati and return, \$7.00; Hamilton, \$6.75; Middletown, \$6.75; Dayton, \$6.50; Springfield, \$6.25; Urbana, \$6.25; Marion, \$5.15; Galion, \$4.90; Mansfield, \$4.60; Ashland, \$4.30; West Salem, \$3.90; Burbank, \$3.75; Sterling, \$3.60; Wadsworth, \$3.50; Akron, \$3.30; Kent, \$3.10; Creston, \$3.60; Ravenna, \$2.95; Cleveland, \$3.50; Solon, \$3.40; Garrettsville, \$2.80; Phalanx, \$2.65; Leavittsburg, \$2.55; Warren, \$2.50; Niles, \$2.60; Girard, \$2.50; Youngstown, \$2.40; Hubbard, \$2.30; Sharon, \$2.25; Greenville, \$2.00; Cortland, \$2.30; Canfield, 2.85; Washingtonville, \$3.05; Leetonia, \$3.05; New Lisbon, \$3.25; N. Lewisburg, 6.00; Richwood, \$5.45.

The C., C., C. & I. R. R. will also convey teachers to Chautauqua and return as follows: From Cincinnati, \$7.00; Middletown, \$6.75; Springfield, \$6.25; Marion, \$5.15; Galion, \$4.90; Wellington, \$4.60; Delaware, \$5.60; Mechanicsburg, \$6.25; Bellefontaine, \$6.25; Shelby, \$4.60; Edison, \$5.20; Columbus, \$6.05; Sidney, \$6.50; Crestline, \$4.90; Cardington, \$5.25; Marysville, \$5.95.

Roads leading into Columbus from the South will connect with the C., C., C. & I. at half fare.

The Lake Shore has promised reduced fare but has not quoted rates.

Wheeling & Lake Erie will make rates as low as possible from any point on their line between Toledo and Marietta, via Creston and N. Y. P. & O., and will name rates later. The C., L. & W., and the Penna. R. R.'s will sell tickets at reduced rates to points connecting with N. Y., P. & O., if parties will notify agents of stations nearest them about how many will go from those stations. Chicago & Atlantic will make one cent a mile each way.

Reduced rates are expected from the B. & O., I., B. & W., and other connecting roads, but they have not yet quoted rates. Tickets will be good July 6-20.

An arrangement has been made by which those desiring to attend the National Association at Saratoga, the following week, can secure tickets at reduced rates at Chautauqua.

ENTERTAINMENT.

The Sherman House, at Jamestown, the Kent and Lakeview houses, at Lakewood, Hotel Athenæum, at Chautauqua, the Grand Hotel, at Point Chautauqua, and the Chautauqua House, at Maysville, will entertain teachers at *two dollars* a day.

Boarding in cottages on the Assembly grounds will range from \$5 to \$10 per week.

STEAMBOAT RATES.

From Lakewood to Chautauqua and return, 25 cents; from Mayville to Chautauqua and return, 10 cents.

NOTES.

All the sessions of the Association will be held on the Assembly grounds at Chautauqua.

The program may be found in the April number of the MONTHLY.

The Annual Address will be delivered by Andr. J. Rickoff, of Yonkers, New York. This will please everybody. The Committee could not have made a more fitting choice.

Contrary to expectation, the New York Association will not meet with us at Chautauqua. The committee yielded to the desire of many of the members to meet at Saratoga, where the National Association is to be held.

For further information, write to Reuben McMillan, Youngstown, O., or to Charles L. Loos, Jr., Dayton, O.

Further announcements may be made in our next issue, as that will reach subscribers several days before the meeting.

At least a thousand Ohio teachers ought to pitch their tents on the shores of the beautiful lake Chautauqua this year.

The Chautauqua Teachers' Retreat follows the Ohio Teachers' Association.

Referring to Mr. Morris's article in a recent number of the MONTHLY, in which he advocates making Monday the rest-day for teachers and pupils instead of Saturday, the *Canada School Journal* asks whether a still stronger case could not be made out in favor of having the rest in mid-week, say on Wednesday?

We feel like urging young teachers and those occupying the more obscure positions to attend the meeting at Chautauqua. The advantages of attending such gatherings are worth making sacrifices for. It is a means of enlargement. Besides the enlarged views of the work which the addresses and discussions are calculated to give, there is an enlargement of view and an enlargement of heart from association with such a body of workers. The Ohio teacher, desirous of rising in his profession, and yet keeping himself aloof from the State Association, stands very much in his own light.

THE SARATOGA MEETING.

The National Educational Association convenes at Saratoga the week following the meeting of the Ohio Association at Chautauqua. The arrangements are very complete in every department, and a grand meeting is expected. All the leading rail-road lines from the west have agreed to sell round-trip tickets, from all principal stations, at one and one-third fares. Round-trip tickets from Chautauqua to Saratoga will be sold for \$9.00.

Rates of board will range from \$1.00 a day at boarding houses to \$2.50 and \$3.00 a day at the best hotels.

Book notices and a number of news items prepared for this issue have been crowded out.

EDUCATIONAL INTELLIGENCE.

—The thirteenth annual commencement of the Marion High School occurred May 28. Ten graduates.

—The Bellaire Board of Education requires each candidate for graduation to hold a teachers' certificate.

—The thirteenth annual commencement of the Findlay High School was held May 22. Fourteen graduates.

—The Pike County institute will be held the third week of August. W. G. Williams and F. H. Dewart are the instructors.

—The second annual commencement of the Leesburg High School was held May 22. Three graduates. S. M. Taggart is the superintendent.

—The eleventh annual commencement of the Shields High School, at Seymour, Ind., was held May 21. William S. Wood, Superintendent.

—The teachers of Ross County will hold their annual institute the last week of August. Instructors, John McBurney, William Richardson and Abram Brown.

—The next annual session of the Licking County institute begins August 10, and continues two weeks. A. B. Johnson, of Avondale, is the principal instructor.

—The New Lexington High School held its seventh annual commencement May 27. A large class was graduated. The schools are under the charge of James C. Fowler.

—The Coshocton County institute is to begin Aug. 3, and close Aug. 28. Instructors: J. M. Yarnell, W. S. McClure, T. D. Duncan, Robert T. Platt, and Charles E. Stoaks.

—The Holmes County institute will be held at Millersburg for one week, beginning Aug. 31. Supt's Moulton, of Warren, and Jones, of Massillon, have been engaged as instructors.

—The graduating exercises of the Germantown High School were held May 22. Six graduates. The annual address was delivered on Thursday evening, May 21, by Supt. J. J. Burns, of Dayton.

—The Guernsey County institute will be held at Quaker City during the week beginning Aug. 24. Dr. Schuyler, of Berea, and W. H. Venable, of Cincinnati, have been engaged as instructors.

—The annual session of the Hamilton County institute will be held at Mt. Healthy during the week beginning Aug. 17. Instructors: John Hancock, Aaron Schuyler, J. P. Cummins, C. S. Fay, and Miss M. Morris.

—The first graduating exercises in any country school in Warren County, Ohio, were held May 1, at Turtlecreek, five miles from Lebanon. Three young ladies received diplomas. J. M. Mulford has had charge of the school.

—The book-publishing firm of Ginn, Heath & Co., Boston, was dissolved May 5th, by limitation, D. C. Heath retiring. The business will be continued by Edwin Ginn, George A. Plimpton and F. B. Ginn, under the firm name of Ginn & Co.

—The Lakeside Summer Normal School will assemble June thirtieth. Prof. Trueblood, of Ann Arbor, Mich., and other prominent colleges, will give the instruction in Elocution. For circulars address the Secretary, Prof. R. Parsons, Delaware, O.

—The Ohio State University is just completing its twelfth year. It is, in many respects, one of the strongest institutions of its kind in the West. The faculty, with the addition of two members which the trustees have recently decided upon, will number twenty members besides several assistants. During the next year no less than \$13,000 will be expended in apparatus and other appliances for instruction. The six existing laboratories will be strengthened, a seventh will be opened, a veterinary museum will be established, and the library will receive important additions. When you go to Columbus do not fail to visit the State University.

—In the last fifteen years, women have been admitted to universities in Sweden, Norway, Russia, Switzerland, Italy, Spain, and France. At St. Petersburg in 1882 ninety-nine young women received degrees in literature and history and sixty-four in science.

—The first article in the June number of "The Chautauquan" is "The Mechanism of the English Language," by President D. H. Wheeler. In this article the writer says the relative pronoun is opposed by the tendencies prevailing in English syntax, and it will not be long before we shall begin to say "THE RELATIVE PRONOUN MUST GO."

—A teachers' institute was held at Shreveport, La., the first week of May. There was a good attendance and a very gratifying interest in the proceedings. A local association, auxiliary to the State Association, was organized, with Supt. T. F. Bell as President, and Miss Carrie D. Durham as Secretary. The teachers of the Southland are bestirring themselves.

—The teachers of Lake and Geauga Counties held a union meeting at Char-don, May 23, with the following program :

INAUGURAL ADDRESS.—Supt. C. D. Harrison, Madison.

Informal discussion of the questions : Should a teacher use language whose meaning is not known to the pupils ? How do teachers destroy the self-respect of pupils ?

PAPER.—Literature in our Common Schools, Prof. C. A. Vincent, Chester, O.

DISCUSSION.—Opened by Prin. Jno. P. Barden, Painesville.

QUESTION :—Who shall assign the pupil to his classes, the teacher or the parent ?

—A Mr. Wild has recently returned to England from a tour of inspection of elementary schools on the Continent, and reports his observations to a Conference of Elementary teachers at Norwich. He finds that school hours abroad are shorter than in England ; that the tenure of teachers is during good behavior ; that teachers' pensions are a real maintenance, not a mere pittance as in England ; that school supervisors' visits are like angels', not like a detective's or exciseman's ; that school regulations and courses of study are framed by educators, not by casual officials ; that none but adult trained teachers are employed ; and that there is no striving after percentages, or after that miraculous accuracy which costs English teachers and English scholars so much weariness and pain. "Nowhere," says Mr. Wild, "did I find any signs of worry and anxiety."

—We have several times referred to the schools of Beavercreek township, Greene County, Ohio, as a good illustration of what may be done in the way of classifying country schools and pursuing a regular course of study. We have now the pleasure of noting the graduating exercises of these schools. They were held on Friday, May 9. Seven boys and five girls received diplomas. An address was delivered by Dr. Hancock, of Dayton, and remarks were made by Rev. Mr. Yockey and Supt. Cox, of Xenia, W. S. Taylor, township superintendent of Bethel township, Clark County, and by the president of the board of same township. The diplomas were presented by W. W. Donham, the township superintendent. The church in which the exercises were held was filled to its utmost capacity throughout the day, and the horses and carriages

which occupied the surrounding grounds gave quite the appearance of a camp-meeting. A sumptuous dinner was spread, of which all partook.

Well done Beavercreek! While many are discussing doubtfully the possibility of organizing and conducting country schools in this way, Beavercreek and a few other townships are solving the problem practically.

—N. E. O. T. A.—Bros. Comings, of Norwalk, and Thomas, of Lodi, have each very kindly sent us a report of the meeting of the North-Eastern Ohio Teachers' Association, at Norwalk, on Saturday, May 16. We have not space to print both, and to avoid choosing between them we glean from both. The delightful spring day, the beautiful and convenient place of meeting, and reduced fare on the rail-roads, were all favorable to a large attendance, and the spacious hall of the new school building was well filled.

The main drift of all the papers and discussions was in the direction of the same great thought, right living. Mr. Hinsdale's paper on moral training went to the heart of the subject. The prevailing sentiment expressed in the discussion following exalted the teacher of strong convictions and good influence above text-books and codes of morals.

Much interest was manifested in the subject of Manual Training as presented by Mr. Dowd and Mr. Miller, the latter having charge of the manual training department of the Toledo High School. This department, established about three months ago, has already become very popular, about half the boys in the high school taking the work in connection with their regular studies. Improved health and mental vigor are already manifest.

The paper on "The Home, the School, and the Church," by J. W. Knott, of Tiffin, was excellent in thought and style and full of practical suggestion.

W. S. Eversole of Wooster, gave a scholarly treatment of the conscience and its relations to the other faculties and to conduct, in his paper on the Education of the Conscience.

Dinner was served in the parlors of the Baptist church.

—S. E. O. T. A.—The South-Eastern Ohio Teachers' Association held a meeting at Athens, May 1 and 2. The exercises consisted of an address of welcome by Dr. H. M. Lash, President of the Athens School Board, and a response by W. H. Davis, of Middleport; an inaugural address by Pres. A. A. Moulton, of Rio Grande College; "Habits of Observation," by F. P. Ames, of Belpre, O.; "Impending Dangers," by R. W. Stevenson, of Columbus, O.; an evening lecture, by Prof. C. L. Mees, of Ohio University; "English Classics," by Margaret Stewart, of Pomeroy, O.; "Some of the Elements of Success," by M. E. Hard, of Gallipolis, O.

The Secretary, Miss Kate Boyd, adds the following: The meeting was one of pleasure and profit. The papers were all of a high order of merit. The inaugural address of Pres. Moulton, and the concise and clear-cut talk of Prof. J. M. Davis are deserving of special mention. To show you that we are interested in *our own* educational Journal I append a copy of a resolution passed by the association.

Resolved, That we recommend the OHIO EDUCATIONAL MONTHLY to all teachers as being one of the best educational journals in the land; and further, we commend it specially to Ohio teachers, since it is our own State journal and makes special advances along the line of educational work in our own State.

The MONTHLY duly appreciates this kind expression of confidence and good will.

PERSONAL.

- G. I. Gordon is superintendent of schools at Germantown, O.
- W. O. Bailey has been chosen superintendent of schools at LaRue, O.
- F. H. Dewart has been re-elected superintendent of schools at Waverly, Ohio.
- D. H. Campbell has been re-elected principal of the Millersburg High School.
- John E. Morris, superintendent of schools at Garrettsville, has been re-elected.
- Jonas Cook and his entire corps of teachers have been unanimously re-elected at Genoa, O.
- Supt. J. W. Zeller, of Findlay, Ohio, has been re-elected for a term of two years. Salary, \$1400.
- C. C. Davidson is one of the instructors engaged for the Noble County institute at Caldwell, Aug. 10.
- B. F. Jones has been re-elected superintendent of schools at Bellaire, Ohio, for a term of two years.
- L. D. Bonebrake has been re-elected superintendent of schools at Elmore, O. He has held the position for two years.
- J. A. McDowell has been unanimously re-elected superintendent of the Millersburg schools, with an increase of \$100 in salary.
- P. W. Search, after serving two years as superintendent of the schools of Sidney, O., has been re-elected for a term of three years.
- G. A. Frambes, for fifteen years assistant-superintendent of the Columbus schools and clerk of the board of education, declines re election.
- J. H. Snyder has been re elected superintendent of schools at Mt. Gilead, O., for a term of two years, with an addition of \$100 to his salary.
- J. M. Ebrite is to continue in charge of the schools at Huntsville, Logan Co., for another year, with R. G. Reed in the grammar department.
- F. H. Windate, principal of the schools of Fair Haven, O., has been unanimously elected superintendent of the Camden schools for the ensuing year.
- G. N. Carruthers has been re-elected superintendent of schools at Salem, O., for a term of two years. He has already served eight years in this position.
- W. H. McFarland, for the past year in charge of the schools at Yellow Springs, Ohio, has been elected superintendent of schools at Jeffersonville, Ohio.
- Elijah Burgess has been unanimously re-elected superintendent of the schools of Cambridge, Ohio, for a term of two years. Salary increased from \$1200 to \$1500.
- H. A. Brandyberry has been re-elected principal of the Gallipolis High School. Mrs. S. M. Cherrington has been re-elected for her seventh year as assistant.
- Gov. Hoadly has appointed Supt. Peaslee, of Cincinnati, Director of the State Forestry Bureau for six years—an office created at the last session of the Legislature.
- Chas. F. Koehler has been elected to the superintendency of the Burbank schools, Wayne Co., O. Mr. K. has for several years been in charge of the Mt. Eaton Schools.
- R. W. Stevenson made an address before the graduating class of the Ashley High school, April 24. He also addressed the Hamilton County teachers' association, May 9.

—J. W. MacKinnon has engagements for institute work during the month of August, as follows: London, Aug. 3; Bellefontaine, Aug. 10., two weeks; Marysville, Aug. 24.

Miss Maggie Plummer, of West Union, has been appointed a member of the Board of School Examiners for Adams County. Right, we say. Let other counties follow the example.

—President Long, of Antioch College, has received \$7,000 and passes for three years over the P., C. and St. L. rail-road, for injuries received in a wreck on the Little Miami rail-road.

—Supt. S. Weimer, of Navarre, Ohio, has been appointed historian of the Alumni Association of Otterbein University for the coming commencement in June. He was graduated at Otterbein in 1878.

—Mrs. Anna Randall Diehl, instructor in Reading, Elocution and Primary Methods, will accept a few invitations for institute work in Ohio the coming season. Address, 27 Union Square, New York City.

—J. A. Shawan is to continue in charge of the Mt. Vernon schools for another year. Salary, \$1600. The reports we hear from the Mt. Vernon schools under the present management are very favorable.

—Sebastian Thomas, of Lodi, Ohio, Secretary of the Ohio Teachers' Association, has been in a delicate state of health for several months. His many friends will be glad to learn that his health is much improved.

—Richard Parsons, Professor of History in Ohio Wesleyan University, will make engagements at institutes occurring in August. Specialties: Mathematics, English Grammar, English and United States History. Address, Delaware, Ohio.

—Prof. J. A. Brush, of Mt. Union College, offers to make a limited number of engagements as institute instructor. He has had ten years of successful experience in this work in Ohio and Pennsylvania. His address is Mt. Union, Ohio.

—One of the best institute instructors in this country would like to make an engagement in Northern Ohio, for the week beginning Aug. 31. Any committee desiring to be put in communication with him may address the editor of this journal.

—Hon. L. D. Brown, Commissioner of Common Schools for Ohio, delivered an address on Education Day, May 12, at the New Orleans Exposition. He maintained that there should be a Department of Education at Washington, the head of which should be a member of the President's Cabinet.

—Miss H. U. Mazon for her twenty-third year, Miss Bell Laning for her twenty-first year, and Mrs. A. C. Newsom for her thirteenth year, are some of the recent appointments of the Gallipolis board of education. This looks like a practical solution of the problem of teachers' tenure of office.

—F. V. Irish wishes to visit as many counties as possible in the coming institute season, and to this end is willing to make a few more engagements for the month of August, to spend one or two days in each institute and give an evening lecture. He is full of enthusiasm and does excellent work. Address him at Lima.

—A. H. McCulloch has been chosen principal of the schools of New Concord, Muskingum Co., O. About fifty years ago, we spent our first day at school in this same village. Well we remember the day. Rev. — McGee, the Methodist minister of the village, was the teacher. On entering, we found him seated on a chair, with both feet on top of his desk. Memory retains nothing of the day's experiences, but the picture of the teacher as he sat, with feet crossed on top of his desk, is very vivid. In this village too, (at Muskingum College) our first Latin lesson (*hic hæc, hoc, etc.*) was recited. Happy days! Would they might come back.

—THE—

OHIO EDUCATIONAL MONTHLY

ORGAN OF THE OHIO TEACHERS' ASSOCIATION,

—AND—

THE NATIONAL TEACHER.

SAMUEL FINDLEY, EDITOR.

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MORAL TRAINING IN PUBLIC SCHOOLS.

D.

[Synopsis of an Address to the Teachers of Cleveland, by Superintendent B. A. HINSDALE.]

Moral training is conditioned upon mental laws, and the most damaging criticism that can be made on the moral training of the schools is that they do not pay due heed to these laws. In all that I say, I *hope* to keep constantly in mind the established principles and methods of educational science.

I. The child's earliest moral tuition is an unconscious tuition; it comes from contact with nature and with human kind. Home and society are training the child morally from the hour that he begins to breathe, calling out and repressing impulses, passions, emotions, choices, and volitions, *ad infinitum*; and the school trains in the same way with mighty power from the moment that the child enters the school yard gate. I particularize four springs from which this great stream of influence flows.

I. The unconscious tuition that comes from the pupils. Says Emerson: "You send your boy to the schoolmaster, but 'tis the school-boys who educate him." A school is a society or economy, and each member not only acts upon all the others, but is acted upon by them and by the society itself, considered as a unit or a solidarity. In these

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associations, pity, kindness, moral indignation, sympathy, admiration, choice, volition, and other qualities are called out and strengthened. Not only so, but children learn to appreciate and to respect, at least to some degree, the rights, interests, and feelings of their fellow pupils. It has been observed that the only child is often exacting, arrogant, and self-willed; the reasons or causes being two in number, parental indulgence and lack of that discipline which comes from constant association with other children. What is more, there is no more selfish creature, no crueller tyrant, no greater egotist in the world, than a baby. How importunate are its demands! how incessant its cries for personal attention! And these demands and cries must be heeded and satisfied, no matter if the price be a mother's comfort, health and even life. True, it is the voice of the child's spontaneous nature that speaks—a nature given for the wisest of reasons; but one great end of moral training is to control, curb, and guide the child's egotistic impulses until patience, forbearance, sympathy, and self-sacrifice have been developed. Here it is that the school comes in as an educator; for in a larger sense than Bacon meant it, "children are a kind of discipline of humanity." Moreover, the American free-school is the most democratic of American institutions; differences of race and rank disappear in the school-room and on the play-ground, so that the school is an invaluable agent in politics as well as in morals.

2. The unconscious tuition that comes from the teacher. This is a well-worn topic, and need not be elaborated.

3. The unconscious tuition that comes from the government of the school. Already have I spoken of the child's native selfishness, and of his great need of effective tuition, touching the rights, interests, and feelings of others. In school, the pupil learns that he is only one among many. Moreover, he acquires the spirit of obedience and submission to authority; he learns the value of punctuality and thoroughness, the meaning of law, and the uses and powers of a governor. Rules requiring that such and such things shall be done—rules requiring that such and such things shall not be done—rules requiring that things shall be done in such and such a way—rules requiring decision, promptness, and despatch,—such rules as these, kept within nature and reason, are invaluable in their tendency and effect. 'Tis much for a child to learn that he cannot always have his own sweet will. A teacher's law requiring all pupils to be in their places at five minutes before nine o'clock or to give a good and sufficient reason for the failure, may teach the whole community a needed lesson in punctuality.

4. The ordinary school work—the assignment, preparation, and recitation of lessons—carries with it a strong moral element. Spelling lessons and arithmetical problems are not directly related to virtue; but no child can master the lessons or solve the problems without getting an excellent discipline of the will. Confinement and restraint have much to do in creating character. This thought has been well expressed by Dr. G. Stanley Hall in these words: "Only great, concentrated, and prolonged efforts in one direction really train the mind, because only they train the will beneath it. Many little, heterogeneous efforts of different sorts, as some one has said in substance, leave the mind like a piece of well-used blotting-paper, and the will like a rubber band stretched to flaccidity around one after another bundle of objects too large for it to clasp into unity. By staking the horse or cow out in the spring-time till he gnaws his small allotted circle of grass to the ground, and not by roving and cropping at will, can he be taught that the sweetest joint is nearest the root;—these are convenient symbols of will-culture in the intellectual field."

II. Direct, conscious moral teaching must begin with concrete lessons. What is more, such must be the lessons, in great degree, from first to last. The young pupil has small power, rather no power, of formal abstract thought, while he readily responds to objective facts and examples that come within his range. Maxims and precepts are important, in their place; but they do not appeal to the boy or girl like deeds or persons. Moreover, in youth the feelings and the imagination are active; the judgment and conscience develop later. The bearing of these facts on moral education is all-important.

"Young children," says Pestalozzi, "cannot be governed by appeals to conscience, because it is not yet developed." Says Rousseau, "You might as well expect children to be ten feet high as to have judgment in their tenth year." Says another writer whose name I have lost: "I admire the *good taste* of those medical gentlemen who, where it is necessary to administer quinine, neatly inclose it in wafers or capsules. They secure for the patient all the strengthening, beneficial effects without any of the bitter accompaniments. From this we teachers may gain a valuable hint. When a moral lesson is to be given, wrap it up in the form of a story or tale, and then it may be sent home with wonderful force." Bain declares that stories of great and noble deeds have fired more youthful hearts with enthusiasm than sermons have. "To hear about good men," says Richter, "is equivalent to living among them. For children there is absolutely no other morality than example, either seen or narrated." Horace Mann says: "Let a child read and understand such stories as the friendship of Damon and Pythias, the integrity of Aristides, the fidelity of Regulus, the purity of Washington, the invincible perseverance of Franklin, and he will think differently, and act differently all the days of his life."

Herbert Spencer puts the thought thus: "Whatever moral benefit can be effected by education must be effected by an education which is *emotional*, rather than perceptive. If in place of making a child *understand* that this thing is *right* and the other *wrong*, you make it feel that they are so; if you make virtue *loved* and vice *loathed*; if you arouse a noble *desire* and make torpid an inferior one; if you bring into life a previously dormant sentiment; if you cause a sympathetic *impulse* to get the better of one that is selfish; if, in short, you produce a state of mind to which proper behavior is natural, spontaneous, instinctive, you do some good. But no drilling in catechisms, no teaching of moral codes can effect this; only by repeatedly awakening the appropriate *emotions* can character be changed. Mere ideas received by the intellect, meeting no response from within, having no roots there, are quite inoperative upon conduct, and are quickly forgotten upon entering into life."

Moral instruction is never so impressive and lasting in its effects, as when put in concrete forms. Dogmas and precepts, after all, are only things, and they do not take hold of the understanding and the imagination like personal acts. I remember most vividly how, twenty-five years ago, President Garfield thrilled a whole chapel-full of students, at Hiram, by reading from Cowdery's "Moral Lessons" the simple story of Stewart Holland, the cabin boy of the steamer "Arctic," who was placed at the gun to fire the signals after the steamer had been struck, and was now rapidly sinking, and who sank with the ship.

III. Concrete lessons, however, will not do the perfect work of moral training. The most important maxims of morals and manners should be formally inculcated. "Inculcated" is from *inculcare*, to "tread on," from *in* and *calcare* (from *calx* the heel); it means to impress by frequent admonition, to teach and to enforce by frequent repetition, to urge on the mind. The etymology of the word shows the thoroughness of the work intended. However, it will not be wise for the teacher to become a lecturer on these subjects. Moral homilies will not greatly impress the younger pupils at first, or they will soon be forgotten; while the older ones, especially the boys, are always restive in school under what they call "preaching." Moral precepts are always most impressive and most fruitful when brought in without reference to a fixed program and when the time is ripe for them. It is well to call special attention to a theme when the minds of particular pupils, or of the school generally, are in an impressible state. While I am convinced that room should be found for formal moral instruction in lower grade schools, I do not at all believe that it should be filled with a text-book of scientific morality. Still a small school manual comprising the best moral lessons of all countries and ages is a desideratum. In the absence of such a manual, the teacher who reads widely can readily compile one for herself. However, after all, the

great reliance must be the school, the teacher as a person, and the concrete lessons. Here I am particular to speak with decision because in many quarters there is a tendency to overestimate the power and value of abstract, formal moral teaching. An able journal says :

"One of the oddest and most persistent delusions of our time is, that the moral training of the young is done or can be done mainly through books and sermons, or, in other words, through direct addresses to the understanding. What makes this delusion all the odder is, that everybody knows it to be a delusion by his own experience. Everybody knows in his own case that nothing apart from hereditary influences, has had so large a part in the formation of his character as the associations and examples of his youth, and, above all, as the career of those, both in public and private, whom he was taught to admire by seeing his parents and employers and neighbors honoring them. This is so true that one can tell almost with certainty what kind of men any given generation will produce by seeing the kind of men it was taught to applaud and imitate in its childhood."

The last thought is worth repeating, "One can tell almost with certainty what kind of men any given generation will produce by seeing the kind of men it was taught to applaud and imitate in its childhood." If you will tell me the kind of people who are, in word or in deed, commended to the admiration of children by the admiration of their parents and neighbors, I can tell you much more about their future lives and characters than I can when you tell me the titles of the Sunday school books they read. But this is coming back to the old subject—association and example. Before taking leave of the present topic—formal moral teaching—I must say that some things which many excellent people consider essential to a full and complete morality cannot be taught in public schools. Two generations ago, in some parts of the country, the catechism was a school text-book. That is now impossible. So are some other things impossible that were common then. The reason of this impossibility is the changed temper of the public mind. At the same time, all sound and effective moral teaching must recognize the great truths of universal religion.

While I have constantly sought so to discuss the three great facts—unconscious moral tuition, concrete lessons, and formal didactic teaching—as to make apparent the practical applications, it will still be well to state some points more in detail.

1. The teacher must look constantly to the moral tone of the school. Is that tone low, selfish, and rebellious, or is it high-minded, generous, and loyal? School opinion is one of the most powerful forces that play upon the child. Moreover, a healthy opinion is the teacher's best friend, a vicious opinion her worst enemy. Besides, her own character and discipline are powerful in creating this opinion.

No teacher can eliminate all the bad elements from an average school ; but the teacher who cannot eliminate many of them, and subordinate the rest to the good elements, is wanting either in that moral insight or that force of character which is essential to good school-keeping. Accordingly, the teacher must daily have her finger upon the moral pulse of the school.

2. Government and discipline is a topic closely related to the one just considered. The best training that a child can receive in fairness and justice is to see fairness and justice daily exemplified by his teachers and governors. On the other hand, a badly governed school—a school that is marked by disorder, disobedience, tyranny, or injustice—is a daily education in serious vices.

3. Due attention should be paid to punishments and penalties. Mr. Herbert Spencer, discussing moral education, points out that nature's punishments are the *unavoidable consequences* of the deeds which they follow. They are nothing more than the *inevitable reactions* entailed by the child's actions ; that is, the penalty is not only inevitable, but flows from the antecedent act as effect from cause.

4. Touching studies, it may be said that moral elements exist where few respect their presence. Conscientious accuracy in the teacher is a strong moral force, while slipshod mental habits and indifference to truth tend to lower the tone of the scholars and of the school. For instance, if the teacher is indifferent, careless or reckless in teaching what took place in Congress or on a battle-field one hundred years ago, how can she blame the pupil for untruthfulness in relating what took place on the play-ground yesterday ?

5. Numerous practical remarks are suggested by the title, "Concrete Lessons." I have time for only one. The school Readers contain a good deal of valuable material of this kind that the wise teacher will use for another purpose than simply to teach reading. It is because the Reader contains such material put in impressive and noble literary forms, that it is so much more efficacious in forming character than any other book in the school-room. In fact, the Reader is the character-making book. But the teacher who knows her opportunity will be on the watch for such lessons,—personal incidents, touching poems, lofty character expressed in simple deeds. Teachers who are not blessed with good memories and with fertility of resource, will find it to their advantage to scrap-book such material as comes in their way.

6. In handling cases of discipline, the teacher sits as a judge ; her function is to bring the conduct of the child into relation to law, either the regulations of the school or moral principles. Her best opportuni-

ty to make known the law is when it has been broken. She owes it to the pupil and to the school to point out clearly and unmistakably what principle or precept has been violated. Some necessary moral distinctions must be fully explained at such times, for example, the difference between truthfulness and tale-bearing.

7. Constant attention must be paid to the child's age and mental development. The language used in setting forth my thoughts perhaps conveys the idea that they are equally practical in all schools and with scholars of all ages; but such is not the case. With young children, we must rely wholly upon unconscious tuition and concrete lessons; with older pupils, we must also use precept and argument.



8. A keen sense of moral perspective is essential to the wise conduct of moral culture. Moral delinquencies are of very different kinds and degrees. Some of them trench upon the border of expediency, and are rated as faults, defects, foibles; others reach the very highest degree of moral turpitude, and are rated as crimes. This scale should never be forgotten in dealing with moral questions. Then every teacher has some rules that do not involve morality at all; they are rules of expediency, and are made necessary by school conditions. To handle faults of this kind as though they were grave moral delinquencies, is a great wrong to the child, and tends to sap the basis of all government and discipline. To punish a boy for talking in "the line," for pulling off another boy's cap, for throwing a snowball, in a way that will lead him to think that his offense is equally flagitious with unfaithfulness, lying, or personal impurity, is an offense that cannot be atoned for. Here it may be said that truth, reality, genuineness, is the basis of character, and that no pains should be spared to its development.

Teachers are liable to fall into two opposite errors. One is unduly to magnify, the other unduly to belittle their office. Perhaps the second is the commoner fault. Let us not suppose that we have finished our work when we have taught some lessons in reading, geography, and arithmetic. Our work is formative and creative; and the teacher who is content with bare text-book lessons, throws away her scepter and steps down from the throne. Xenophon tells us that "Socrates was never in haste that his followers should become skillful in speaking, in action, or in invention, but previous to such accomplishments, he thought it proper that a love of self-control should be instilled into them; for he considered that those who had acquired those qualifications were, if devoid of self-control, only better fitted to commit injustice and to do mischief." All experience confirms this view, and

no experience more strikingly than that of the very times in which we live.

From first to last the teacher is an all-important element in the moral culture of her pupils. I make no reference whatever to her ability as a teacher of morals, either in the form of precept or of example; I rather refer to her personal character, and to her indirect influence. Moral instruction, so far as it is a matter of didactics, may be done to perfection, but if the teacher herself is wanting in the essential elements of character—if an unconscious influence that is depraving goes forth from her—she is a person wholly unsuitable for her high office. What is wanted is wise teaching in precept, illustration, and example, reinforced by a virtuous teacher who is filled with an elevated and quickening spirit.

MANUAL TRAINING IN THE HIGH SCHOOL.

 
Synopsis of a Paper read before the North-Eastern Ohio Teachers' Association, at Norwalk, by Superintendent John W. Dowd, of Toledo.

There has been a good deal of talk lately in the educational associations upon the subject of industrial training in the public schools.

The school men seem to divide themselves into two camps upon this question—the one contains the ardent supporters of the innovation, its leaders being brave and fearless, not hesitating to assert that the adoption of manual training will do away with nearly all the objections now urged against the schools, while upon the other hand the gray beards who have reached the age of conservatism and of wisdom, ominously shake the head at the wild reformers and assert that the proposed changes would only mar the grand and beautiful temple of learning that has slowly risen to its present majestic proportions.

It is well to be a conservator. It is well to be an innovator. It is necessary to put on the brakes. It is necessary to put on the steam. If it were not for the brakeman, the train would sometimes rush to destruction. If it were not for the man who puts on the steam, the train would always remain at a stand still. There should never be a quarrel between brakeman and engineer.

There are different kinds of reforms.

There are reforms that have to be pushed; their advocates must fight the way inch by inch. Stubborn conservatism doggedly contests every advance movement.

These reforms are from the few, they work from above downward, not as "the gentle rain from heaven," upon the place beneath, but they are twice blessed; they "bless those that give and those that take."

Then there are reforms that need no pushing; reforms that push themselves. They knock at the door of the conservative present, and without waiting for an answer lift the latch and walk in, and soon they let it be known that they have come to stay.

These reforms are from the many; they seem to wait for the fullness of their time, and then like Minerva from the brain of Jupiter, they spring full-panoplied into existence and begin their work in the world. The manual training school is of this kind. It has come, and come to stay.

Now I am not one of those who believe that the work of our common schools is a failure, nor do I believe that the high schools are educating away from labor. It is a great thing for any boy or girl to graduate at a good high school.

Many of the bright young people in this country from the age of sixteen to thirty years owe much to the grammar and high schools for the start they have made in life. A prominent business man who recently employed a confidential clerk and book-keeper said to me that he liked to employ high school graduates; he always found them quick in perception and ready of execution in the work to which they were put, and he added that, if he had a hundred places to fill, he would like a high school boy in each position. There never was a larger proportion of superior young people in this country than now, and the agency that has contributed to make them what they are is the public school.

A comparatively small number of youth, however, graduate from our high schools, and I am heartily in favor of any project which will prolong the school life of our youth.

From the report of our State School Commissioner for 1883-4, I find the whole number of graduates of the high schools of the State, so far as reported, to be 13,791 of whom 4,520 were boys, and 9,271 were girls. Now it is not a matter of regret that so large a number of girls completed the high school course. Would that number were quadrupled. These girls are to preside in the homes of the land and to be come wives of boys many of whom have never had the benefits of a high school course.

But to place intelligence and culture in the mind and heart of a wife and mother is to put them where they will do the most good. So

placed they are not a candle "put under a bushel, but upon a candlestick, and they give light to all that are in the house."

For every "sweet girl" graduate there should be a brave and capable boy graduate. Why do boys fall away so rapidly when they reach the higher schools?

A boy at 14 or 15 is a restless, impatient fellow. He longs to do something for himself. He knows, in the community in which he lives, many men of prominence and of wealth who possess but a meager education. The boy argues that he has as much education as is necessary to carve out for himself a way to wealth and prominence.

Boys have a wonderful store of vitality, manifesting itself in a desire to do something. "All work and no play makes Jack a dull boy," is an adage with which most of us were acquainted when we were young, and some of us, I know, have endeavored to impress it upon the parental understanding. However that may be, this will probably be found true, "All study and no work nor play is very dull to Jack." It isn't play so much that Jack wants, as it is some escape for his exuberant vitality. Every muscle of his body cries out for something to do, and if there is nothing provided for him he provides himself with something.

God has joined the mental and physical in one being, and the law of growth for both is exercise. Each is mutually dependent upon the other. "A sound mind in a sound body" can never be secured if the mind only is exercised and the body bandaged.

As a rule the men who dominate in the world's affairs are men of muscle as well of brains. They acquired their muscle, too, by manual toil. This new country of ours has been full of things to be done. And up from the fields where great drops of sweat have fallen from the brow of toil, have risen men—men to do, to dare, to lead and to command. The man of affairs does not come from the cloister. But there is no such school now for the making of men as there was fifty years ago. The forests have been cleared away. "The crooked places have been made straight and the rough places smooth," and the men of the future are not to come up along the way trodden by Andrew Jackson, Abraham Lincoln, and James A. Garfield.

The hardy pioneers gave this country, in their sons, a generation of giants, and if we do not, shortly, in speaking of giants, have to use the past tense and say that there were giants in those days, it will be because the boys shall have been given plenty to do. The limitations of city life are such that parents are powerless to do anything for their boys. The boy in the city has school advantages, let us hope, superior to his country brother, but the country boy has industrial occupa-

tion to supplement his school work; or, perhaps, it would be better to say that he has a little school study to supplement his industrial occupation. But to return to the causes of boys leaving the high school:

The first reason is that they think they can get on in the world as well without more education as with it.

The second reason is from satiety of books and study; and there are, no doubt, many boys who, expecting to follow industrial occupations, fail to see where the benefit is, in longer tarrying at their books. Let these boys, the first class, see how a manual education gives them hands with which to work their way up the ladder of life, and they will stay to acquire them.

For the other class, the work in the shop will be in such pleasing contrast with their study hours, and so restful and satisfying to their physical frames that they will vibrate from one to the other with whetted eagerness. Boys who expect to follow some mechanical pursuit will find in the Manual Training School a means of discovering their particular bent, and in a great measure, of educating themselves for their future calling. The Manual Training School properly organized will hold the boys to the end of the high school course, and will fix the high school as firmly in the hearts of the people as the primary school is now established.

Manual training in the high school will do much more than this. While there is no foundation for the oft repeated assertion that our schools educate away from labor, there, nevertheless, is, in certain circles of society, a looking down on the man who wears the greasy clothes of the mechanic. Young men are made to feel the force of this sentiment when they come to the eventful choice of a life vocation, and, as a consequence, there is a glut to-day in the market of "soft-handed" labor.

The *Scientific American* is authority for the following: "A large shoe firm in Boston lately advertised for twenty five shoe fitters to work in the factory, offering full current rates and steady employment. The advertisement brought one application. About the same time another firm in the same city advertised for a book-keeper, and the next day's mail brought 347 answers. In the same month, an advertisement for a clerk in a Detroit paper brought 130 answers the first day, and an advertisement for a week in the same paper for a good carpenter brought only four replies."

The making of hard work a part of high school education will do much to break down the vulgar prejudice against labor.

Much of this pervading prejudice against work comes from the fact that, in the labor necessary in a new country, physical power is the

prominent factor. But when it is seen that hand-work is really brain-work, and the more brain there is in the hand, the better it pays, then will come emancipation from this prejudice. Brains will tell under the greasy dress of a mechanic as well as under the silken robes of minister or judge.

The manual training schools now in existence are patronized by all classes of society. In our own school one of the most industrious and capable of students is the grand-son of the Chief Justice of the United States, and there is already application made for bench room next year for a son of an ex-President of this Nation.

Another very valuable feature of manual training is its indirect bearing upon moral education. There is the essence of wisdom in the old adage,

“The devil still doth mischief find for idle hands to do.”

Idle evenings, idle Saturdays, idle vacations are having a very bad effect on city boys, in this that these idle hours do much to counteract the effect of earnest, honest work in school in the formation of habits of work. The country boy has his “liberal education,” his manual training, in the way of chores. The city boy loafs, rides his bicycle, plays base ball, or yells himself hoarse at the match game. He is omnipresent upon the streets, and turns up in sudden and unexpected multitude to follow the band wagon or witness a fire.

His parents are led to believe that he requires several hours of rest and relaxation every day for the five or six hours he spends with his books. There is no work for him to do and he must rest and relax. In his enforced idleness he is led into the way of all the evil there is in the cities. He is “knowing” in all the ways of wickedness. He is wiser in his day and generation at fifteen than was his country brother of the last generation, now the prominent man of the day, at twenty. And all this because he has nothing to do. He works so hard in the day at school that he is let out on the streets at night, “the witching time of night when church-yards yawn and hell itself breaks in contagion on the world.”

“Oh, night and shades! How are ye joined with hell in triple knot against unarmed weakness!”

In the towns and cities of this land night is the wide gate and the streets the broad way “that leads to destruction and many there be which go in thereat.”

From fourteen to eighteen is the critical time in the lives of boys; it is then that they fix those habits that are to rule their lives. Two points fix and determine the position and direction of a straight line.

A few points in boyhood from fourteen to eighteen determine the whole trend of a life.

Manual training in the high school gives a boy something to do. It requires him to spend two hours a day in hard work in the shop, work which in itself is sufficient relaxation and exercise for the whole day. Instead of tramping the streets for exercise, he gets it in the day time in the shop, and is compelled to study at night in his home. And the boy who stays in at night is safe, safe from a thousand snares spread for impulsive and unwary feet.

And why shouldn't the high school boy have manual training? It is no detriment to his regular work in the school. We have fifty boys who are taking the course and they stand right up in the classes side by side with the other boys. It is true that the boy in the manual training school has to cut down his time for riding bicycles and playing amateur base-ball. But instead of its hurting the boy, we think it helps him.

Last June a pale-faced boy was promoted to the high school. He was a youth of slight physical frame, of the sort that physicians sometimes recommend to be taken from school for the benefit of their health. At the beginning of the year, he entered the class in manual training, and with some curiosity I watched the physical effects upon the lad. After some months I began to detect rounded lines in arms and legs where before there was a painful straightness. Walking home with him last week, I inquired about the training school and its effects upon his health. "Well," he said, "I do not know that my health is better than it ever was; it has always been good, but then I am a good deal stronger than ever before." The manual training school not only educates the hand, but it puts legs and arms on the boys instead of the miserable caricatures we sometimes find instead. It puts down under the life a good physical foundation.

The boy has a right to the best training that the state can give him in the time devoted to his education. If he can take a course in manual training without any detriment to his other studies, why should we say him nay.

There be those who do not hesitate to assert, and our own short experience in Toledo bears them out in the matter, that far from being a hindrance, the training in the manual department is a positive help in the purely mental studies. It is certainly true that the training in the manual school lets in a flood of light upon a thousand things but imperfectly understood before. All of the manual exercises are intellectual exercises.

Man can be defined to be not only the animal that laughs, but the

animal that uses his hands for constructive purposes. And in all construction, the hand and brain are complementary factors. We deal too much with words. Like Hamlet, our pupils read "words, words, words." In the manual school we get down under the word to the thing itself.

Prof. C. M. Woodward, of St. Louis, says :

"Manual exercises, which are at the same time intellectual exercises, are highly attractive to healthy boys. If you doubt this, go into the shops of a manual training school and see for yourself. Go, for instance, into our forging shop, where metals are wrought through the agency of heat. A score of young Vulcans, bare-armed and leather-aproned, with many a drop of honest sweat and other trade-marks of toil, stand up to their anvils with an unconscious earnestness which shows how much they enjoy their work. What are they doing? They are using brains and hands. They are studying such words as "iron" "steel," "welding," "tempering," "upsetting," "chilling," etc. And, in the shop where metals are wrought cold (which, for want of a better name, we call our machine-shops), every new exercise is like a delightful trip into a field of thought and investigation. Every exercise, if properly conducted, is both mental and manual. Every tool used and every process followed has its history, its genesis, and its evolution."

Further, if the introduction of manual training in the high school compels such a judicious use of time as will do away with loafing and killing time that hangs heavily on unemployed hands, if it will take the boys off the streets at night, there is another powerful reason why it should be introduced into the high school. If, further than this, it aids in building up a robust type of the physical man, if it gives that temperate exercise, spoken of in the old copy-books, which strengthens the constitution, there is another reason why we as school men should not stand in the way of the proposed change.

But, if beyond all this, it holds out to the boys a promise of an education that will the better enable them to take hold of the practical business of this life, if it gives them the hope of a hand so trained that it can catch on to any one of a thousand occupations, and if by means of this sure promise and this well grounded hope, the boys can be induced to prolong their school life until the ratio of boys to the girls shall not be as 100 to 222, but as 222 to 222, who of us will not bid Godspeed to manual training in the high school?

The settling of things by dead men and living generations of men, has been and still is one of the curses and clogs of humanity.

THE PROPER SPIRIT IN THE SCHOOL.

BY H. W. HARRIS.

[Read before a joint meeting of teachers of Portage and Summit Counties.]

Every pupil as well as every teacher carries with him into the school room a certain spirit which serves to mark and characterize him—a sentiment or purpose which underlies his work. In a well regulated school the outward conduct of pupils is not likely to differ much under ordinary circumstances. They are uniformly respectful to their teachers and in the preparation and recitation of lessons no marked difference is observable. And yet, as the observer begins to look within, he discovers the widest variety in the motives in obedience to which pupils conduct themselves and do their work. In one there is a love of order, respect for authority, and a ready adjustment of self to the life of the school; in another disorder, lack of self-control, and a disposition to rebel against lawful restraint.

The teacher soon learns of these differences, reading them, as he does, in the countenances of his pupils, in their behavior under success and failure, and in their intercourse one with another. And though he may be able to secure a somewhat uniform attention to the work of the school he knows this attention comes from widely different motives. The obedience that comes willingly from one comes grudgingly from another. From one he gets a ready compliance in the preparation of lessons; another has to be driven to his work and watched constantly to see that he does not slight it.

It thus happens that at the very outset of his work the teacher is met by one of the most important questions pertaining to it,—how to get his scholars into such a mental condition that they can advance in culture as they should. He is well assured that the pupil who does his work merely because he has to do it, and who yields obedience to authority merely because he dare not resist, is not in a condition to be most benefitted by the school, even though it have no other purpose than merely to impart instruction. Pupils *learn* but poorly in an atmosphere of discontent and rebellion, however these things be kept under restraint. How to get the pupil to make sufficient progress in his studies and how to get the public sentiment of the school what it should be for purposes of government must remain open questions until the school is controlled by right purpose. The importance of this gets additional force when it is remembered that the design of the school is to fit for life. That which at first appeared as a mere annoyance to the teacher in his government, or a hindrance in his work, now appears as something likely to affect the entire future of the boy

or girl. While it is important that the boy have courage, honesty and ambition enough to be a good pupil, it is far more important that he have enough of these qualities when he becomes a man. And we as teachers are never to forget that it is along the line of this life culture that our work principally lies. The benefit the public school is bound to confer upon the state is to send out its boys and girls trained in those qualities which the state most needs. The public school can never hope to instruct in everything, and it is doing its proper work when it affords that training least able to be secured from other sources and which contributes most to the highest public good. Every other test of public school courses and public school methods should yield to this one. And so intimately does the cultivation of right habits, the possession of self-control and integrity in the citizen, enter into the welfare of the state that it may reasonably expect aid of its servant, the public school, in securing them. The pupil's tastes, his conscience, and, in short, his entire moral make-up are the things in which the teacher is ever to be concerned, as they are the things which make most for true citizenship and for the future of the man or woman. If the boy leaves school with intellect enough to make a successful rogue and without character enough to prevent him becoming one, the state is likely to be the loser in instructing him. We are not to forget that heart is above intellect and that learning unsanctified by character can but prove a curse to him who has it. If we are not preparing our pupils for life but for examination; if under the influence of our so-called "machine system" pupils are being robbed of their individuality and made impractical and selfish, the public school system, or its administration, needs change. How much ground there is for these complaints it is not our present purpose to enquire, but rather to ask what some of the actuating motives of the school should be and what means the teacher has at hand for securing them. In this, extended classification is not attempted but merely the pointing out of some things pertaining to the questions.

In the first place, the pupil should feel that as a member of the school he has duties to perform and a measure of responsibility; that this is his place of business in which he is to be interested and in which he is to display his energy. If he be a member of a class studying a certain branch that fact should dispose of all whims of dislike and disposition to shirk because the work is not just his kind. Pupils who are ready to find small excuses for neglect of school work, or to half do things which they know it is their duty to do well, display a weakness of character that needs the attention of the teacher. Many of the most important concerns of life are such as must be at-

tended to whether pleasant or not. Preparation for these things is a part of the legitimate work of the school. Nor is it necessarily a preparation without pleasure, as the consciousness of performing duty becomes even to the boy a source of satisfaction.

Courage and a grip that does not let go too easily are qualities eminently useful in the affairs of life. Much of our school work contributes directly in the line of such culture if rightly used. If the teacher accept it as his duty to remove all that is difficult from before the pupil, the latter may, however, get but little help in this direction from his arithmetic and his algebra. The not improperly called "soft teaching" proceeds upon the principle that the way must be made so easy that the pupil find little or nothing to test his patience and tire his brain—a principle that however attractive fails to recognize the essentials of all real success. Do not those who proclaim a method of education that costs no effort on the part of the learner either dignify by the name something that is not genuine, or forget Heaven's great law of labor? Is it a safe doctrine for the child to feel that though a human being he forms an exception to this universal law of mankind? that in his case honest, faithful toil is not the price to be paid for success? The law of toil does not begin when the pupil leaves school; but it is the law of his childhood as well as of his manhood and old age. What can so unfit a pupil for life as to send him out with the belief that working and sweating, getting tired and exercising patience, though well enough in the days of his grandfather, are not needed now? Oh! but some will say, "That is drudgery. Our children cannot be subjected to such treatment." Honest labor is drudgery only when made such. Peace, happiness, and contentment in fullest measure have always appeared in the dusty garb of toil. To ask of the child strength and character and culture without work is to ask an impossibility. For the teacher to beget in the pupil the notion that getting an education is a grand sight-seeing pleasure excursion is to make a serious mistake. He may teach him that no right effort put forth is without its reward even in an increase of happiness; but not that reward comes without effort. He may teach him that education is boundless in the pleasure that it yields; but not that it is mere play. A teacher may so train a pupil by making everything as easy as possible that self-confidence and self-reliance gain little or no strength. Many a class does little because its members think that they can do but little. A boy's ability and his faith in himself ought to stand at the same level. What he thinks he can do is likely to be the measure of what he does; hence the importance of training him in properly estimating his own powers.

As the relation of the pupil to the teacher and to his fellow pupils is

but an abridgment of the broader and more extended relations of life how proper is a training of the pupil in a right recognition of these relations. How much a culture in this all through the school course argues in favor of his happiness and usefulness as a member of society; and how much a disregard of them argues a corresponding disregard of life's relations. The little revolutions, plots and rebellions in the school are but small types of the larger ones that sometimes disturb society. Let a boy feel that he has had a part in the successful overthrow of an unpopular teacher, and he has had one lesson preparing him for a dynamite plot. Let him leave school with the feeling that respect for those in authority is a thing to be granted or withheld at pleasure, and he is better fitted for a lawless course as a citizen. On the other hand, let him have learned until it has become a part of him that self-control is a virtue; that right is a thing to be respected everywhere; and that strength of character is his best possession, and he goes out of school ready for citizenship.

The question that confronts the teacher is, then, what can be done to put the pupil in possession of such powers as he is most to need in the broader life beyond the school room. That moral training is possible may be assumed. The currents of a boy's life may be changed so that his likes and dislikes are reversed and what he did from compulsion he now does from principle. A change may take place, in which good qualities are strengthened and bad ones weakened—an educational process following essentially the same law to be followed in all education; a law which in morals is sometimes rendered complex by circumstances and which sometimes seems to present contradictions. The boy learns to catch a ball, to add numbers, and to reverence the truth by essentially the same process. But in the exercise by which mind and body gain strength there are likely to be frequent interruptions, periods of rest in which little or no change takes place. Not so in the moral. As the boy saunters lazily to school he gains but little physically and as he sits with book open before his eye but with mind wandering whither it will, he makes no intellectual gains, but all the while character is deepening her foundations, building her walls and fortifying her towers. From infancy to old age with ceaseless play the shuttle of life goes backward and forward leaving at every motion something wrought into the web of character. Is it a wonder, then, that even parents find themselves almost powerless to direct the morals of their children and that the teacher fails to leave the impress that he would?

The teacher's method from beginning to end is *exercise*, exercise in the specific channel in which the element of strength is desired.

The boy who is learning to whistle or to turn hand-springs follows the universal law of growth. He learns to whistle by whistling and not by snapping his fingers. He learns to leap fences by leaping fences and not by hunting gates or crawling under. In short, he learns to do anything by doing that thing. If the pupil is to be trained in veracity it is not enough that he be kept from telling falsehoods; he must be exercised in the truth. If he is to learn the high virtue of patience he must learn it by being patient. If conscience is to be quickened it must be by using the conscience that he has. The same slow process that makes him little by little master of his spelling book must be used in making him master of himself. The same patience that the mind gets in being furnished material for its growth, the moral nature must receive. What will make these pupils use their wills? What cultivate their love of truth? What inspire high purpose? What make this boy or girl more patient under failure, more humble under success? These and a hundred other such questions are as proper to be asked by the teacher as how shall I teach my class fractions or make them good readers or spellers. The answers to the former questions as to the latter must come from the resources of the teacher. And as the teacher expects to see but gradual unfolding of mental powers, so in the development of character he must be willing to "possess his soul in patience" and wait for results. The teacher who sends an unruly boy to the principal or superintendent and expects him to return in an hour a morally transformed boy would make no greater mistake if she expected her pupils by an hour's instruction under the teacher of penmanship to become good penmen. The price of strength in the pupil is patient and watchful care on the part of the teacher and proper activity on the part of the pupil. And as it is true that wrong methods, however good the intentions of him who uses them, can but be productive of evil, so it is equally true that correct method cannot have bad results. If this were not true there could be no such thing as a philosophy of teaching and the study of method would be a fruitless one. The law of cause and effect operates with inevitable sequence in all the work of teaching.

It was no miracle that added such fame to the name of Rugby a generation ago and that left the impress of that famous school upon all England. It was but the necessary operation of a law of culture. Note Arnold's high ideal of what the school should be, how he saw in every pupil a coming citizen, how he exalted character above all else, how much culture and how much heart he took into his work, and his marvelous success seems but a necessary result. "What I want is a man who is a Christian and a gentleman, an active man who has com-

mon sense and who understands boys," he says in writing for an assistant master. "I prefer activity of mind and interest to high scholarship" he adds further, and while none knew better than Arnold the value of high culture in the teacher he saw that the outfit his boys most needed to take with them into life was manliness of character.

He who studies the spirit of this famous Head Master of Rugby sees in it how healthful must have been the moral atmosphere which was breathed by the boys during his mastership.

Thomas Arnold believed in boys—not that they were all good nor that they were all bad. He accepted them as they were, full of boyish traits, distorted, many of them, by wrong treatment, and sought to train them. He trusted them as he saw they could be trusted and they learned to hate deception. If they came to him irreverent, with low aspiration and untrained wills, he set about cultivating these powers. With a profound faith in the power of human influence he went to work among his boys, coming into the closest personal relation with each of them. He taught them formally, placed before them high ideals of character, and kept in continual activity those powers which he had under training. Arnold demonstrated with wonderful force the susceptibility of child life to be molded and the boundless resources of one human being in influencing another. He saw that in getting his boys into the proper spirit for their work in Rugby he was but anticipating their needs when they should leave school and become men.

We teachers are apt to forget the future and look at the present, to accept appearances sometimes instead of realities. In the use of our tools we are a good deal given to using the one best suited to our hand. We are apt to conclude that the one best suited to dig out roots will suffice quite well to lop off branches. As a lot of us, how we treat a boy who is stubborn and defies our authority! A panoramic view of rulers, pointers, loosened coat buttons, quick words, threats, heart-aches, and perhaps back-aches, tells the tale. Our methods do not agree. Go over the catalogue of school misdemeanors and compare the *materia disciplinæ* of a corps of teachers in the same town or county. Possibly for the same offense one suspends, another whips, another sends pupils to the principal or superintendent, if in a town school, and so on through the long disreputable list. While uniformity of method either in instruction or government is a thing neither possible nor desired, there are general principles that forbid the variety from including everything that the imagination can suggest.

If retaliation or even prevention were all that is aimed at in school discipline it might make no particular difference whether the boy that tells a lie be whipped, suspended from school, made to stand on the

floor, or be badly scared. Any or all of these punishments might have the desired effect. But if the teacher desires most to make her boy truthful from principle she will probably pass these and a score of other possible methods and choose the one which to her seems the only proper method—proper because rational and suited to the nature of the child. Take the case of a child who is willful and who lacks self-control: can we presume that mind is a thing so loosely held by law that any course, whatever it may be, will serve to put the child in possession of himself? Can bad temper be cured by making it worse? Lying, by merely making the child more crafty in concealing his falsehood? If the atmosphere of the school room be tainted by wrong motives for study and advancement, love of learning and culture for their own sakes need scarcely be looked for. Educational thought has come to an agreement as to how the alphabet is best taught, how primary lessons in number should be given, and the proper order of development in the mind of the child. It is time that we had more help and less guess-work in the more important field of moral instruction.

Success, on the part of the teacher, as we have seen in the case of Dr. Arnold, is the result of fitness for his work and interest in it. Each element in his character bears an important relation to his success. The absence of a single element may make him a complete failure. One of the world's greatest teachers, a man who drew from almost unbounded resources, saw in himself "but sounding brass and a tinkling cymbal" if he lack but a single quality. Paul was not speaking for teachers alone; but his philosophy applies to our profession as well as if intended especially for us. The smooth running of a model school implies the nice balancing of countless forces and the proper reaction of element upon element.

The belief that there are forces that win even in the most difficult cases should be the last to leave the teacher. Pervading and presiding over every faculty of his being should be an unshaken faith that the realm of possible things in his work is one almost infinitely broad. The world's great teachers have been filled with this faith. He who would do much must believe that much can be done. The measure of faith, aspiration and preparation is the measure of power. What our schools may be depends mainly upon what we as teachers are willing to be.

Emerson felt that his commission was to teach his fellow men. With one sentence from that commission which he so faithfully followed and which is appropriate for us all, I close: "Thy life shall be as thy teachings, brave, pure, truthful, beneficent, hopeful, cheerful, hospitable to all honest beliefs, all sincere thinkers, and active according to thy gifts and opportunities."

THE SPELLING BOOK.

An ounce of experience is worth more than a pound of theory. The spelling book is one of the text-books named in our course of study, but "tell it not in Gath, nor let the sound reach"—I'll not name the city,—it has been two years or more since one of our classes has been required to learn a lesson from it. We believe—

1. That children, and adults, *need* to know the spelling of their vocabulary—the words with the meaning and use of which they are familiar; and no others.

2. That their need, as regards a knowledge of spelling, finds expression only in writing. It is not *necessary* that one person be a dictionary for another.

3. That the way to learn to spell with the pen is to spell with the pen. Spelling correctly is largely a habit.

4. That so far as possible, spelling should be taught in composition; that is, in the use of the words to be learned, in sentences which express the child's thought. As a means of teaching spelling, writing columns of words is superior to the oral spelling of those words; using those same words in sentences is superior to writing them in columns; using them in written discourse is best of all, because it involves every demand of practical spelling.

5. That the time to learn the spelling of a word is when the child adds it to his vocabulary. If this be correct, learning to spell is an incident of learning to read, and that exercise should create the habit of fixing in memory the form (spelling) of each new word as it is met, and adequate exercise should give the hand the habit of correctly reproducing it in sentences.

6. That the readers, and other books, papers, and text-books used afford an ample field in which to teach spelling.

Our practice is, we think, reasonably consistent with our theory. We use three First, Second, and Third readers, two Fourth readers, Easy Lines, Fresh Leaves, The Young Wide-awake, clippings from newspapers, and selected stories. From these sources we draw abundant exercises in sentence writing, reproduction, and composition. We also use pictures freely as a basis of original story-writing. The results in spelling are satisfactory beyond our expectations. Our examination papers (we still examine sometimes), language papers, reproductions, etc., are remarkably free from the common errors in spelling. Not only are the "hard" words (which, I believe, are the easiest) as a rule correctly spelled, but also the common, easy words (which are most frequently mis-spelled). It would be exceedingly

difficult to convince our teachers—most or all of whom have had experience with it—that anything to be compared with these results can be secured by the use of the spelling book. · H.

PUPILS WRITING HISTORY.

BY O. C. LARSON.

About one week before the close of school, we finished Ridpath's School History, extending to the beginning of President Arthur's administration. The greater part of the last week was spent in completing that history to the present time. The attention of the pupils was directed to the form and style of the author's narrative, and the principal dates and most important events were either given orally or outlined upon the black-board, leaving each pupil to write the story in his own language. We give below a brief synopsis of a paper handed in by a girl of fifteen, which has been selected as a fair average:

"As President Arthur's term drew to a close, the political parties began to look around for available candidates for the Presidency. The Republican party held its convention in Chicago, June 3, 1884, and nominated James G. Blaine, of Maine, on the fourth ballot,—President Arthur being his principal competitor. Mr. Blaine had been a prominent candidate before the Republican convention in 1876 and 1880. His ability as a statesman and leader of his party can not be questioned; he has achieved some notoriety also as a literary man. John A. Logan, of Illinois, was nominated by acclamation for Vice-President. Mr. Logan, familiarly known as 'Black Jack,' is both a soldier and a statesman. Never was the nomination of any ticket received with greater applause than that of 'Blaine and Logan.'

"The Democratic party held their convention in Chicago, July 8, 1884, occupying the same hall the Republicans had used about five weeks before. Grover Cleveland, Governor of New York, was nominated on the second ballot. Ex-Governor Thomas A. Hendricks, of Indiana, was nominated for Vice-President amidst the wildest excitement. Mr. J. P. Boyd, in 'Building and Ruling the Republic,' said of Mr. Hendricks soon after the nomination: 'All in all, Mr. Hendricks is one of the purest-minded and ablest men now before the American public, and the mantle of the Vice-Presidency could not fall on worthier shoulders.'

"The National Greenback party met and nominated Hon. Benjamin F. Butler, of Massachusetts, for President. The National Pro-

hibition party nominated Ex-Governor St. John, of Kansas. Political excitement ran high. All the enthusiasm and excitement of former campaigns sank into utter insignificance as compared with the campaign of 1884. Political conventions were held daily. The party strife even entered our public schools, and not a few teachers in an unguarded moment gave vent to their political feelings. The business interests of the country became paralyzed. Be it said, to the shame of all parties, that even the personal character of the leading candidates was assailed. But finally election day, which had been much dreaded, came, and Cleveland and Hendricks were found to be elected. Grover Cleveland, twenty-second President of the United States, was born in Caldwell, Essex Co., New Jersey, March 18, 1873, but moved with his father to Fayetteville, N. Y., when three years of age. Here he grew to manhood and obtained an academic education, and taught school for two years. He studied law and was admitted to the bar in 1859. In 1863 he was appointed Assistant District Attorney of Erie County, but was defeated for the same position in 1865. In 1869 he was elected Sheriff of his county, and in 1881, Mayor of Buffalo. He was elected Governor of New York in 1882, over the late Judge Folger, one of the ablest and best known men in his State, with a plurality of over 192,000 votes, and in 1884 was elected to the highest office within the gift of the people.

"On the 4th of March, 1885, President Cleveland, according to custom, delivered his inaugural address, and immediately sent to the Senate the names of the members of his Cabinet. These nominations were, for Secretary of State, Thos. F. Bayard, of Delaware; for Secretary of the Treasury, Wm. Manning, of New York; for Secretary of War, Wm. C. Endicott, of Massachusetts; for Secretary of the Navy, Wm. C. Whitney, of New York; for Secretary of the Interior, L. Q. C. Lamar, of Mississippi; for Attorney-General, Augustus H. Garland, of Arkansas; for Postmaster-General, W. F. Vilas, of Wisconsin. All were promptly confirmed. Thus, the new administration was ushered in with prospects of a bright future before it.

"The great National Exposition, held at New Orleans, brought together thousands of visitors from all parts of the United States, especially from the Northern States. Agricultural products of almost numberless varieties were on exhibition. The educational interests, too, were not overlooked.

"The year 1885 will long be remembered on account of millions of dollars that have been swept away by fire. On one occasion, in Cincinnati, sixteen persons, most of whom were young ladies, perished in one building.

"So far during the present administration only a few noted men have fallen by the hand of death. About the first of May, Irwin McDowell, who gained a national reputation in the battle of Bull Run, died at San Francisco. On May 20, Hon. F. T. Frelinghuysen, Arthur's Secretary of State, quietly passed away at his home in Newark, N. J."

In this way we have awakened a new interest in the subject of U. S. History. All the manuscripts were given back to the pupils, who will keep them and compare them with the next chapter published by the author, John C. Ridpath.

TEACHING READING TO CHILDREN AT HOME.

In *The Student*, a monthly journal devoted to the interests of education in the Society of Friends, eight mothers give their experience in teaching little ones to read, as follows:

If a child can be inspired with a *desire* to learn to read, it will be a great help to accomplish the proposed end. One little girl was so inspired from having a present, when five or six years old, of *The Nursery*. It proved so delightful, and she wanted to hear it read so often, it became impossible to procure a reader at all times when desired, so she asked "mother" to teach her to read. This was done not as a task, but more as a pastime, and by the method of learning the words at sight. She was never taught the alphabet, but picked up the names of all the letters in a short time.

One point I consider of the utmost importance, that a child should always be required to read *well* from the first, avoiding reading one word at a time or in a monotonous, sing-song manner, or in an unnatural tone. Let the learners understand that reading is only talking, and to be done in a conversational manner. It is so much harder to break up bad habits than to teach good ones at first. The teachers who prefer parents should not teach children to read at home, have probably had experience with some of these bad habits.

Blackboards and reading charts are, perhaps, the best way to start children at school, but for mothers who want a primer for home use, a little book called *Reading Without Tears*, is excellent. It is adapted to the system of learning the words by sight. It was used twenty-five years ago, whether out of print now I do not know, but think no modern primer I have seen equal to it.

After our little girls once had a start, letter-blocks and cards were useful in gaining a knowledge of spelling.

E. S. S.

I do not approve of teaching children to read at home, preferring to allow the physical growth, not retarded by any tax upon the mental. I endeavored to keep my daughters untaught until they entered school in their ninth year, and think I succeeded, for at that age they did not know their letters in writing. At the ages of eleven and twelve they are fresh for study, seem to be making steady progress, never tiring, (when well), and though perhaps a little behind others of their age, I never regret it, for as they advance in their studies I feel assured they will be better able to conquer them.

My youngest child I am keeping back, as the teacher wishes to commence with him entirely untaught, though I expect to send him to school earlier than my daughters, that he may have occupation.

F. P. P.

With many children the desire to learn to read is so keen and it requires so little mental effort, that even at four years old no harm is done. It is a delightful pastime for rainy days, and is good company for an only or a youngest child.

For example, two children were but a few months past five and six years respectively, when they learned to read in connection with a home kindergarten. *The Little Teacher*, a first-book in "the word method," was given to them, and in a few weeks they learned to recognize words at a glance, and without knowing a single letter as such.

To aid in the accurate picturing of a word, as we called putting its letters in place, they had the alphabet in small type on tiny cards given to them, and would make first words and then sentences with ease and precision.

The names of the letters were conscientiously kept from them, and they had no knowledge of the alphabet or of spelling. When they were seven and eight years old they had picked up the names of the letters, and spelling came as second nature. They were familiar with every line and curve necessary to form the picture of a word, and when they mastered the names of said lines, spelling was truly "made easy."

In teaching by the word method the child must learn the *sound* of each letter or combination of letters, and when a new word occurs he will be able to sound it with some accuracy. Many object to this method of teaching our children, claiming it as the cause of many poor spellers. I think this is a mistake. The two children above referred to are fair spellers, and one or the other is usually at the head of her class in spelling.

In another case the child was only three and a half years old, but was ambitious. Seeing the older children reading their little story books, she determined not to be behind any, and would insist on knowing what the words were as she eagerly conned her picture-book ;

very soon she could read "after a fashion" almost any book she took up; she had learned to read under protest and without method or training; as a result she lacks accuracy, and has no talent for spelling. The fault is not in the system, but in resisting the child's inclination; let each child's bent of mind be a law to his mother. Neither force a book upon him, nor force him from it. At seven or eight years of age he will be ready for the harness, and all the more so if he has had two or three years of kindergarten work under a judicious teacher. In the case last mentioned, had the mother buried her pet theory, that no child should be taught from a book until he was at least five years old, and had this little thing of three and a half years been wisely led into the wilderness of words, she might have been saved many missteps and blunders.

R. W. C.

The best methods for teaching children to read are now pretty well elaborated in several excellent little primers that have been largely used in the last few years. Every mother, however, who undertakes to "teach the young idea how to shoot" can hardly fail to be impressed with the marked differences among her own little ones in their ability to grasp these same ideas.

One child will seem at the age of four quite mature enough to begin to learn from a book; another will be so completely a baby at that age that it would be folly to attempt it.

The kindergarten training is now very generally approved, and most persons are high in its praise. I confess to having some fears as to its being *too* stimulating for many children of the best educated Americans; for some reason or other a large proportion of them seem mere bundles of nerves whose brains had better lie fallow as long as possible. Ordered and regulated *employment* is all very well for the active little brains and fingers, but they do not need to be constantly urged to observe and think.

A little anecdote of a kindergarten in Germany has tended to confirm these views. An American lady had gone into a school of this class which consisted of a number of German and two American children. After the lady had watched the exercises for a time, the teacher turned to her and said: "Are all American children like these two? They are so quick they always seize on every idea I present to them before any others in the room; *they* need no kindergarten training."

For the lower classes, schools of this type are admirable, especially the department of object teaching. The recollection comes up now of a room full of little colored children, to whom I used to give object lessons on such subjects as a pencil, a tumbler—the commonest everyday things around them—and with what eagerness after the first few lessons they answered my questions about the article I was holding

before them. There is a stolidity, a want of observation, about them that can bear all the waking up they can get; in the one branch of learning to read, much depending on accuracy of memory and the concentration of mind on the subject in hand, the progress of the children of the poor compares favorably with that of our own children. As far as my own experience goes they advance quite as rapidly; their minds are absorbed in the lesson before them, not on everything around them, or in a dozen different ideas that the lesson will suggest to the active, excitable brain of a child who has the hereditary instincts of its educated, sensitive, almost too keenly alive parents.

Philadelphia.

M. C. W.

Our situation was a little peculiar. When one child was four and the other six years old, the latter being very delicate, I went to a water-cure with her. For nearly two years after this I was a confirmed invalid, and had scarcely any care of the children, and they were not taught. After we came home I took up the subject of teaching and training them, but they were so absorbingly fond of each other and of playing together, because of their long and weary separation, that I had very little success with studies. Finally, when they were seven and nine they were sent to school. Then they took right hold of reading, and were, as I had always expected, delighted to learn, and greatly interested to use their new-found knowledge, having been devoted readers *ever* since. I taught them to read *aloud* always during their earlier days, so that I might correct pronunciation, emphasis, etc.

My decision after this experience is, that children generally need the stimulus of seeing others and having their companionship to tempt them into their first lessons of reading; but, of course, there can be no established rule in the matter, as the poor, little, lonely ones (who are "only" children) often find it their best entertainment to sit by "Mother" and learn to read *in a book*. Also, the precocious take it up with eagerness, and often learn long before they can be sent to school and have their active little brains taxed with other studies.

E. B. S.

At home there is greater freedom from restraint than at school, and the child pursues his studies in a more natural manner—often the lessons are more like play than the stiff routine of school duties can possibly allow.

As to the method of teaching a child to read, the learning of words associated with pictures has been most satisfactory. This can be done at a very early age, without any tax whatever upon the child's health. How readily children associate names and faces! One of my children, at the age of two years, associated fifty or more names and faces and seldom made a mistake. Children will associate in their play pictures and words almost as readily.

The first steps should be objects or pictures and names, and as the capacity develops for attributes, they can be learned by comparison with words already known. Very soon after this the child notices the letters, and begins to call for the names of various ones. If the letters are taught earlier, that is, before the child begins to inquire, it seems to me best to associate these with the names of persons or objects, as it is so difficult for a child to remember a meaningless mark by a meaningless name.

In teaching children to read at home, after picture-blocks I have found Webb's system of cards and blocks helpful, but the most satisfactory aid has been *Appleton's First Reader*, with a slate and pencil.

North Carolina.

M. C. W.

From a limited practical experience comes the following result :

To teach a child to read requires no more method nor carefully organized system than one needs to give a healthy baby power to speak its native language.

On questioning my children their memories agree with my own—we none of us have any recollection of any conscious effort in learning to read. A theory seems prevalent like Topsy's "specs I growed." If children have plenty of bright, illustrated books to live among, with an intelligent, intellectual home atmosphere, they may be trusted to themselves to try to make the books tell their own stories.

Children thus learn to read the bible easily and naturally at five or six years of age, and for an old-fashioned mother that is satisfying. My advice is, let children alone, and they will learn to read soon enough.

A most interesting period in the life of a child is when the infant mind begins to grasp learning, yet where children are accustomed to seeing letters on playthings, as blocks and picture-books, this period may not be definitely marked, as they frequently learn not only the alphabet, but the formation of words almost imperceptibly.

In no other particular is the *individuality* of children more marked than in the aptitude for learning. One child will early display a fondness for books and ambition to learn—offering temptation to the fond mother *unduly* to encourage and stimulate—while another under the same circumstances prefers other playthings, for at the early age referred to I think books should be considered as such, and even those not inclined to use them will probably be only the more averse to it if held up as a duty or task.

I think there are few children who cannot be interested if pains are taken to make it a pleasure to learn letters and words. Some children seem to like one method, some another, and all like a change. I think the mother can well afford to try various ways that may seem

pleasing to the little one. I have always succeeded well with the word method, but never used it exclusively, even for one child. Some show a particular liking for spelling, and I have had one *very* little fellow laugh in glee over a row of words sounding alike (as can, man, pan, etc.,) very proud that he could pronounce them alone.

Some are slow to begin, yet with cheerful encouragement make fair progress when fairly interested, and I think mothers should ever strive to gain the attention by making it appear a pleasure rather than a task.

Great harm may be done by discouraging words from the mother to the little one, who does not feel the interest she desires, particularly by drawing comparisons between him and those more apt and farther advanced. While a few might be moved by a spirit of emulation, I think more would be disheartened and injured.

It is a field for the exercise of much *patience* as well as other requirements.

If after all her painstaking, the mother fails to see the results she hoped for, I believe there is seldom cause to blame the child; for is not the ability to read well a *gift*, rather than an art to be acquired by every one? For there are many intelligent and well-informed people who are not ready readers.

NOTES AND QUERIES.

GOOD WORDS FROM OREGON.

State Normal School, Weston, Oregon, June 3, 1885.

. I like the MONTHLY, not only because it comes from my native State, where I spent several years teaching in public schools, but because I find it one of the most interesting and serviceable of the many school periodicals which I receive. I shall heartily recommend it to the students of the Normal School.

GEO. E. OWEN.

MORE BITS OF EXPERIENCE WANTED.

It would be especially gratifying to the undersigned and no doubt profitable to many other young teachers, if we could have a few more experiences in school government from Supt. R. M. Streeter, of Titusville Pa.

W. H. D.

Smithville, O.

There are hundreds of teachers in Ohio who could relate experiences as interesting and profitable as that given in our last issue from Superintendent Streeter, and we have repeatedly urged them to rise and speak through the MONTHLY. We have had an occasional response, but we want more. Tell

your fellow teachers through the MONTHLY of your plans and success, and, if you have sufficient courage, tell also of your failures.—Ed.

WHISPERING IN SCHOOL.

How shall I manager it? Shall I let my pupils whisper? or shall I forbid whispering, and if so, how shall I enforce the rule? My experience is that most pupils will whisper more or less, and many of them when called upon will give false reports. Which is worse, whispering or lying? What is the teacher to do about it? A. L. W.

Put forth every effort to secure the right spirit in your school. Beget an interest in study. Keep your pupils busy. Give them plenty of suitable work and see that they do it. These things accomplished, most of the whispering will take care of itself. A few persistent cases may require special treatment, and should be dealt with as any other misdemeanors. It is not best, as a general thing, to forbid whispering or to adopt a formal rule against it.—Ed.

THE LAST SURVIVING GENERAL.

In the December number of the MONTHLY, Prof. M. R. Andrews expresses the opinion that Rufus Putnam was the last surviving general of the Revolutionary War, and that he died in 1824. The People's Cyclopedia of Universal Knowledge is authority for the statement that General Sumter died in 1832, eight years after the death of General Putnam. See also McGuffey's Revised Sixth Reader, p. 258, foot-note. R.

One of the best books for a teacher's library is the Bible. It contains excellent general and professional reading, and it is inexhaustible. L. WESTFALL.

ANSWERS TO QUERIES.

Special query 5, p. 275.—In "A History of Our Own Times," chap. 1, McCarthy says: "Not many of George III.'s sons were popular." H. L. PECK.

Q. 1, p. 275.—Conscience approves or disapproves; the will chooses or refuses to act in accordance with the dictates of conscience. The will determines, the conscience approving or disapproving the choice. E. R. D.

Q. 4, p. 275.—"If *up* and *down* are defined *farther from* and *nearer to* the center of the earth, then it would be proper to say that the Mississippi River flows up hill, for its mouth is $2\frac{1}{2}$ or 3 miles farther from the center of the earth than its source. But *up* and *down* in reference to flow of water on the earth's surface has reference to the surface of equilibrium, which at any point is perpendicular to a plumb-line. The prolongation of a plumb-line at the equator or poles would

pass through the center of the earth. This is not true of a plumb-line at any other place. The Mississippi River does not flow up hill."

J. W. JONES.

Q. 5, p. 275—At what time between 1 and 2 P. M. is the minute hand as far past 1 as the hour hand lacks of 2?

Let 1 space=distance moved by hour hand, and 12 spaces=distance moved by the minute hand, to get into the required position. Then the hands will be the same distance from 1 and 3 respectively, which is one space; hence, 13 spaces=15 minutes; 1 space=1 2-13 minutes; 12 spaces=13 11-13 minutes, or position of minute hand, marking time past 1 o'clock.

J. W. MACKINNON.

The hour and minute hands will be together at 5 5-11 min. past 1; and since half the difference between the hands after each min. of travel = $6\frac{1}{2}-12$ of the whole distance from the point of starting, 4 6-11 minutes, the time until the minute hand reaches 2, = $6\frac{1}{2}-12$ of the distance, or 8 56-143 min. from starting point, + 5 5-11 min. = 13 11-13 min. past 1.

T. F. M.

While the hour hand is moving to its required position, one space from 1, the minute hand moves over 12 times this distance to within one space of 3; therefore, 15 minutes are equal to 13 spaces, and one space is 15-13 min. = 1 2-13 min., twelve spaces = 1 2-13 \times 12 = 13 11-13 min., the time past 1 P. M.

W. C. BOYD.

Q. 6, p. 275.—The present worth of \$1, for 8, 6, and $4\frac{1}{2}$ years, at 6 per cent., is .675675, .735294, .787401 respectively; and the sum is \$2.19837. Now \$2.19837 : .675675 :: \$5000 : \$1536.76, share of younger son; \$2.19837 : .735294 :: \$5000 : \$1672.36, second son's share; \$2.19837 : .787401 :: \$5000 : \$1790.87, eldest son's share.

J. W. JONES.

T. F. M.'s answer is incorrect through errors in computation, though his method of solution is correct.—ED.

Q. 7, p. 276. The solution of this problem is similar to that of the "land problem," given in June Monthly.

$250 \times .01 = \$2.50$; $\$10 - \$2.5 = \$7.5$; $7.5 \times 7.5 = 56.25$; $\$5 \times 2.5 \times 4 = 50$; $56.25 + 50 = 106.25$; $\sqrt{106.25} = 10.30776$; $10.30776 + 7.5 = 17.80776$; $17.80776 \div (250 \times 2) = .0356155$, cents paid by him who paid least per lb.; hence, .0456155, cents paid by the other man; $\$5 \div .0356155 = 140.388$ lbs.; $\$5 \div .0456155 = 109.611$ lbs. See Ray's Higher Algebra, Old Edition, for a formula and an arithmetical rule.

J. W. JONES.

T. F. M. gets same result by an algebraic solution.—ED.

EDITORIAL DEPARTMENT.

Vacation! Hurrah! No school for ten weeks! Hurrah! Glad shouts fill the land as the boys and girls rush home with their bundles of books. Now for the woods and streams. No fear of sun or rain. And thousands of teachers inwardly shout, hurrah! vacation has come!

Timothy Titcomb says play has as legitimate a place in the divine economy as prayer, and as legitimate functions in the life of the man and the woman as in that of the child. "I have never seen a man," he says, "who, through a long life of labor, has been playful, giving himself up in the hours of his leisure to the lead of his innocent impulses, who was either bigoted, invalid, or insane."

Titcomb is right. Play and work are both necessary to the healthy development and happiness of men and women. In the divine plan of human life, provision is made for alternation of work and play. Play alone degenerates into dissipation and vice; unrelieved, incessant toil overstrains and dwarfs the powers.

May the whole MONTHLY family enjoy a playful, restful vacation time.

A MOUNTAIN RAMBLE.

About the time our readers received the last number of the MONTHLY, we were on our way to the mountains. Our busiest time in the whole year and our hardest work come when most of our readers are enjoying vacation. The State Association and the publication of the proceedings will fill July; then five consecutive weeks of institute work will make August more than full. In anticipation of this busy time, we concluded to take a brief play-spell. At 9 o'clock, P. M., June 1, in company with a friend, we took a sleeper at Akron, on the C., A. & C. road, and took breakfast next morning at Cincinnati. This railroad, by the way, is now under excellent management, and is fast becoming one of the most popular routes of travel between Cleveland and Cincinnati.

Leaving Cincinnati at 8 A. M., by the Cincinnati Southern (Queen and Crescent route), we sped across Kentucky into the mountains of East Tennessee. Much as we had heard of the far-famed Blue-grass region of Kentucky, its wealth and beauty surpassed our expectations. The imagination can scarcely paint an abode of men surpassing it in fertility of soil, high cultivation, or beauty of landscape.

The railroad bridge across the Kentucky river, about half-way between Lexington and Danville, is said to be the highest bridge in the world, 278 feet above the water. Nor far from this bridge, in a little cove near the river, is pointed out the site of Daniel Boone's cabin.

Before leaving Kentucky we were fairly in the mountains, and from this to Chattanooga the route lay through the most rugged mountain region of East Tennessee. This road was first opened for travel in 1880, and is a marvel of

engineering and construction. From the time we struck the mountains in Southern Kentucky until we reached Chattanooga, we passed through twenty-seven tunnels, some of them nearly a mile in length.

Our first stop was at Rugby, in Morgan County, the famous colony founded in 1880, by a company of English gentlemen, under the presidency of Thomas Hughes, the author of "Tom Brown at Rugby." The project originated in 1877, with a company of New England gentlemen, who were prompted by a desire to do something to better the condition of working people. Their aim was to "promote associate migration to fertile unoccupied lands." After long investigation and deliberation, they selected the Cumberland plateau of East Tennessee, mainly on account of its healthful climate, excellent water, timber, mineral resources and beautiful scenery, and immediately began negotiations for the purchase of large tracts of land. About this time, Thomas Hughes and other English philanthropists and capitalists became interested in the scheme and co-operated with the Boston company. The result was that the whole enterprise fell into English hands, and has ever since been operated from London, under the presidency of Thomas Hughes.

In October, 1880, the opening ceremonies were conducted by Mr. Hughes, in the presence of several hundred settlers, chiefly English. We were told that many of the first Rugby colonists were idle young Englishmen who came out for a holiday, and when the novelty had worn off they concluded old England had more attractions for them than the mountain wilds of Tennessee. Viewed as an agricultural enterprise, Rugby cannot be called a success; but it contains a good many very pleasant mountain homes. The village, seven miles from the railway, is reached by a broad graded high-way, which cost nearly twenty thousand dollars.

The mother of Thomas Hughes lives in a beautiful cottage at Rugby, surrounded by highly cultivated and ornamented grounds, kept by an English gardener. We called at the cottage and were received with true English politeness and hospitality. Mrs. Hughes, though eighty-eight years old, is quite active and intelligent. We found her seated at a desk covered with letters and papers, engaged, as she told us, in writing to "Tom." She keeps a diary of all the happenings at Rugby, which she transmits to "Tom" every week. She seemed to take great pleasure in showing us her elegant library and pictures. "This," she said, "is Tom," pointing to a handsome statuette by an eminent English artist. She expects a visit from "Tom" before the summer is over. A peculiarity of the furnishing and appointments of the cottage is the absence of carpet on the tight, smooth oak floor. There was only a simple rug on which the center-table stood. Yet the furniture and all the surroundings indicated wealth and refinement.

Our next stop was at Dayton, Rhea County (pronounced Ray), about forty miles north of Chattanooga. Two years ago, Dayton was a mere cross-roads village, but now it is a rapidly growing town of more than two thousand people. It is situated in a valley, a beautiful mountain stream of clear water running through it. A large English coal and iron company has opened extensive mines and is constructing large iron works here. Two furnaces with a daily capacity of one hundred and twenty-five tons each are nearly ready to operate, and several others of like capacity are soon to be built. There is already a large northern element in the population of Dayton and surrounding country,

and many more have their eyes turned in this direction. Lots are selling and building is going on rapidly. There is certainly a good opening here for northern capital and northern enterprise.

We gave some attention to farming and fruit lands in the vicinity of Dayton. We were not impressed that the mountain district of East Tennessee is pre-eminently adapted for general farming, though we saw some good farms. The mountain soil is not naturally rich, and most of the valley lands have been worn out by poor farming. The system of farming pursued seems to have been to scratch over one patch as long as anything would grow on it, then leave it and clear a new patch. Good farming, however, would make most of these lands yield remunerative crops. If East Tennessee had a rich soil, it would be almost a paradise. Its healthful and agreeable climate and abundance of pure water are unsurpassed. The best improved farms three to five miles from Dayton can be bought at twenty to forty dollars an acre, and unimproved, worn out, and more remote lands, much lower—from two to ten dollars an acre.

Fruit-raising is fast becoming the great industry of this section. The cheap mountain lands produce abundant crops of apples, peaches, pears, grapes, strawberries, etc., which find a ready market in Cincinnati and other northern cities. Fruit shipped here in the evening is sold in the Cincinnati markets the following morning. This industry is more fully developed in the vicinity of Chattanooga than any other place we saw, and almost exclusively by northern energy. People from Ohio, Indiana, Illinois, Michigan and Wisconsin are rapidly converting this whole region into one vast fruit garden. Mission Ridge, the scene of one of the great battles of the civil war, is nearly all planted with fruit trees. Land here, which four or five years ago sold for twenty-five dollars an acre, is now held at two hundred and fifty dollars an acre. As illustrations of the profit there is in fruit-raising, the clerk of the hotel at which we stopped in Chattanooga, who owns a twenty-five acre fruit farm on Mission Ridge, told us his strawberry crop this season netted him about a hundred dollars an acre above all expense of cultivation, picking and marketing; and we saw a peach crop which had just been sold at fifty cents a bushel in the orchard, the purchaser to do the picking and marketing. An acre will bear from a hundred to a hundred and sixty trees. It occurred to us that a peach orchard of forty or fifty acres would not be a bad resort for tired teachers of either sex, to flee to as a kind of city of refuge when the evil days come. The mountain slopes are best for fruit, and there is abundance of such land which can be bought for five to twenty dollars an acre, according to location. To prepare the ground and plant trees will cost from eight to twelve dollars an acre. While the trees are growing the land will at least pay for its own cultivation and the care of the trees, and a remunerative peach crop may be expected in four or five years.

We spent a day on Lookout Mountain, from which we had a good view of the surrounding battle-fields. From a rocky point called Hooker's Lookout, Chickamauga and Mission Ridge are in full view. We stood on the top of Bragg's earth-works, still plainly visible. The following day we drove over a considerable portion of Mission Ridge, and had the good fortune to find a colored man at work at the road side who witnessed the battle fought there. "You see dat ole barn over dar." "Yes." "Well, dat was old massa's barn, an

when da was a fighten I was up dar in de hay-loft looken at 'em through a crack." The subject thus introduced, he pointed out the respective positions of the combatants and described the scenes and incidents of the battle as he witnessed them. He also gave us a handful of bullets and other relics which he had recently picked up while at his work.

Returning from Mission Ridge to Chattanooga, a distance of four or five miles, we visited the national cemetery, the last resting place of about thirteen thousand brave men of the North who gave their lives for their country. Each grave is marked with a neat stone, and a complete register is kept at the office so that friends have no difficulty in finding the grave of any one interred here. The beauty of the natural situation and the embellishments of art combine to make this abode of our patriotic dead a most attractive place.

From Cameron Hill we had a good view of the Tennessee river, Chattanooga, the various battle-fields and all the surroundings. While on this hill we met an aged lady and her daughter, who had come all the way from Kansas, a thousand miles, to see the spot where an only son and brother had fallen in battle, and to visit the spot in the national cemetery where his dust reposes. It was a visit they had planned and looked forward to all these years since the war. "Just over there," said the sister, "in that point of woods on Mission Ridge, is where our dear boy fell." Who would not travel a thousand miles on such an errand?

Chattanooga is a thriving little city of 25,000 people, nearly half of whom are from the North. It bids fair to become the inland metropolis of the South.

Our stay was too short and observation too limited to form definite opinions concerning the state of society, or of the educational and religious outlook. We met a number of southern people whose kind, open-hearted greeting we shall always remember with pleasure. We saw marked indications of rapid transition. We could not but notice the marked contrast between the dry-rot of old southern society and the vigorous life and thrift of the northern element which is rapidly changing the whole condition of things. But there will be a long hard pull before schools and churches are fully established all over these regions, and intelligence, prosperity and thrift take the place of the ignorance, indolence and poverty which have long prevailed. But the good time is surely coming. A new South is already appearing.

At Chattanooga we met two Ohio girls who teach in the schools of that city, Miss Carrie Brading of Gallipolis, and Miss Clara W. Montague, of Middleport. All the northern people we met expressed themselves highly pleased with their homes in the South.

If any of our readers are disposed to complain that this rambling account of a mountain ramble contains nothing of pedagogical value, we remind them that this is vacation time.

ON TO CHAUTAUQUA.

The program for the meeting of the Ohio Teachers' Association, at Chautauqua, July 7, 8 and 9, has been issued, and all the arrangements for a grand meeting have been completed.

Dr. J. H. Vincent writes to Chairman McMillen, under date June 5, as follows:

"We shall supply all the teachers of the Ohio Teachers' Association *with free tickets of admission to the Chautauqua grounds during the week of your meetings.* We shall provide for a brilliant program in connection with your own, giving you some music, lectures, and other features which will be a great attraction, I think, to your Association."

This generosity on the part of the management at Chautauqua, and these added attractions will certainly be appreciated by the teachers of Ohio.

In addition to the railroad rates given in our last issue, we are now authorized to add the following :

The Wheeling and Lake Erie road will sell round-trip tickets to Chautauqua, from Toledo, \$6.75; Oak Harbor, \$6.05; Fremont, \$5.95; Clyde, \$5.70; Bellevue, \$5.50; Monroeville, \$5.25; Norwalk, \$5.15; Wellington, \$4.50; Spencer, \$4.45; Massillon, \$4.42; Orrville \$4.30; Lodi, \$4.05.

Cleveland and Marietta Road. Marietta, \$8.40; Caldwell, \$7.35; Cambridge, \$6.70; New Comerstown, \$6.00; Canal Dover, \$5.40.

Round-trip tickets by the Mt. Vernon, Pan-handle and N. Y., P. & O. route as follows :

Ironton, \$9.85; Portsmouth, \$9.05; Haverhill, \$9.60; Waverly, \$8.15; Chillicothe, \$7.55; Kingston, \$7.20; Circleville, \$6.95; London, \$6.80; Springfield, \$6.25; Dayton, \$6.50; Xenia, \$7.65; Urbana, \$7.45; Piqua, \$8.20; Newark, \$7.05; Zanesville, \$7.80; Lancaster, \$7.00; Logan, \$7.55; Athens, \$8.35; Columbus, \$6.05; Wooster, \$4.65; Mansfield, \$4.60; Akron, \$3.30.

We learn from brother R. W. Stevenson, general manager of the National Educational Association for Ohio, that those going to Saratoga can procure tickets through to Saratoga and return, with stop-off privilege at Chautauqua—tickets good for return till August 31. Or, tickets to Saratoga and return can be procured at Chautauqua for \$9 00, the expense being about the same in each case.

For rates of board, see the June number of the MONTHLY.

We congratulate the committee and the teachers of Ohio generally on the very excellent arrangements made for the approaching meeting. Now let the teachers come by scores and by fifties from all parts of the State, and let the shores of Lake Chautauqua resound with the glad greetings of the choicest of Ohio's sons and daughters.

The MONTHLY is specially desirous of retaining all its old friends and gaining as many new ones as possible. Grateful for the encouraging response our efforts have met hitherto, we confidently expect greater things in the future. There are still thousands of Ohio teachers outside the MONTHLY family circle whom we would be glad to welcome to a warm corner at our fireside. There is abundance of room. Let our friends everywhere repeat the invitation. Gather them in. We want active workers in all the institutes, who will give every one a chance to enroll his name.

EXCURSIONS FOR JULY 4th.

The Mount Vernon and Pan-Handle Route will sell Excursion tickets on 3rd and 4th, good returning until July 6th, inclusive, to and from all points on its route, at the exceeding low rate of one fare for the round trip. This will

be your chance to visit Cleveland, Akron, Mt. Vernon, Columbus, Dayton, Springfield, Urbana or Cincinnati, or go to Silver Lake, Gaylord's Grove, High Bridge Glens, Estelle Park, or G. A. R. Grove, and enjoy the festivities of the Fourth of July celebrations.

E. C. JAMES.

AKRON, O., June 20, 1885.

Ass't Gen'l Pass'r Agent.

EDUCATIONAL INTELLIGENCE.

—The Junior class entertainment, Berea High School, occurred May 29.

—A four-weeks normal term, conducted by G. I. Gordon at Dayton, began June 1.

—A six-weeks normal term, conducted by J. C. Fowler at New Lexington, began June 22.

—By the will of the late Permelia Wood, now in the Probate Court of Gallia County, Rio Grande College is to receive a property worth about \$75,000.

—The schools of Ashland, under the direction of Supt. J. E. Stubbs, including all grades, from the primary to the high school, held appropriate exercises in connection with Decoration Day.

—State Examiner Ross recommends Welsh's Essentials in English to all candidates for State certificates, as a means to a broader knowledge of English than can be obtained from the ordinary text-books on grammar.

—The Belmont County Normal Institute begins July 27, and continues four weeks. Instructors: L. H. Watters, A. A. Clark, H. L. Peck, and Miss E. A. Taylor. A graded course of instruction, covering three years, has been adopted.

—The teachers of Miami County have not lost faith in their county institute nor in home instructors. They have arranged for a session of four weeks, beginning Aug. 3, with R. F. Bennett, C. L. Van Cleve and Miss Alice Heckerman as instructors.

—The superintendents and teachers of forty-four designated counties of Iowa hold their annual meeting at Okoboji Lakes, July 7 to 13, inclusive. We recognize a quondam Ohio teacher in L. L. Klinefelter, chairman of the committee of arrangements.

—The Cadiz High School has been beautified during the past few months with a number of fine pictures procured with the proceeds of an entertainment. The frames of oak and walnut were carved by the members of the Senior class, under the direction of Prof. Williams, who is quite an adept in the art of wood carving.

—The teachers of Pickaway County held an enthusiastic meeting at Circleville, May 23. Albert Leonard, of New Holland, presided, and to him is due the chief credit of originating and successfully conducting the meeting. "The Kindergarten," by Miss Lizzie McChesney, "Mind," by M. E. Thrailkill, "Cause and Effect in Education," by Superintendent Lewis, "Time as an Element in Education," by Miss Lida Orr, and "The Teacher as a Model," by Rev. D. W. Hulburt, were the main features of the program.

—The Painesville Board of Education has voted to retain their entire corps of teachers, increasing all salaries which were below \$500. Superintendent Shepherd writes that the no-recess plan which has been in operation for some time gives general satisfaction. He says the people would be unwilling to return to the old plan.

—An invitation will be extended to the National Educational Association at Saratoga, to meet next year at Denver. The State of Colorado, the city of Denver, Chamber of Commerce, and Boards of Education will all unite in extending a cordial invitation to the Association to visit this Alpine region of America. We hope the invitation will be accepted.

—From the *Ohio State Journal* we learn of Commissioner Brown's return from New Orleans. Mr. Brown is reported as saying that "the exhibits from the country schools of this State did not make a good showing compared with those from some other States, but the graded schools of the cities were not surpassed, and in some respects not equaled by any others shown. The Columbus display of drawings, for instance, was the best there, and it attracted the attention and won the admiration of educational men from all over the country. As has been stated before, the commissioner from Japan was so delighted with the work that he wanted to take the exhibit for the national educational museum in his native country. The exhibition of penmanship and the examination papers from Cincinnati were equally remarkable. The photographs of school buildings showed Ohio to excel in this particular also. The reason that the country school work shows up so poorly is that they are not systematized, and have no recognized county heads. The Ohio laws should be amended to make provision for this. Those States which have such a system showed fine results at the exposition."

COMMENCEMENTS.

—Leetonia; June 19, two graduates. Annual address by Prof. Edward Orton, of Columbus.—Dayton; High School, June 19: Normal School, June 26. —East Cleveland Township; June 12, six graduates. Address by Pres. Carroll Cutler. D. P. Pratt, Principal.—Martinsville; May 29, five graduates. E. P. West, Superintendent.—LaGrange; June 4, nine graduates. George E. Ryan, Superintendent.—Cincinnati Normal School; June 12, forty-five graduates. Mrs. Carrie Newhall Lathrop, Principal.—Crestline; June 4, eight graduates. Mrs. Anna M. Mills, Superintendent; B. Whitford, Prin. High School.—Gallipolis; June 4, fourteen graduates. Sermon, May 31, by Rev. C. J. S. Mayo; Annual Address, June 3, by Dr. C. H. Payne.—Piqua; May 28, fourteen graduates.—Mansfield; May 29, fourteen graduates.—Bloomfield; June 5, six graduates. Sermon, May 31, by Rev. T. W. Lane; Annual Address, June 5, by Rev. E. B. Wakefield.—Logan; June 1, twelve graduates. W. W. McCray, Superintendent; W. S. Friesner, Prin. High School.—Cambridge; May 29, eight graduates. Annual Address by Prof. S. J. Kirkwood.—Barnesville; June 5, nine graduates. Address by Supt. H. L. Peck.—New Lexington; June 2, two graduates. D. S. Ferguson, Principal.—Bridgeport; May 28, five graduates.—Monroeville; June 11, three graduates. Annual Sermon, June 7, by Rev. J. E. Julian.—Coshocton; June 8, seventeen graduates.—Newark; June 11, eighteen graduates.—Cadiz; May 22, fourteen graduates.—Springfield; June 9, twenty-seven graduates.—Akron; June 19, forty-nine

graduates. Sermon, June 14, by Rev. Dr. Helwig.—Plymouth; June 5, eleven graduates. J. L. Lasley, Superintendent.—Harrison; June 18, eight graduates; J. L. Trisler, Superintendent.—Ashtabula; June 12, five graduates.—Dresden; June 2, ten graduates.—Elyria; June 17, nineteen graduates from a four years' course.—Medina; June 18, sixteen graduates.—Birmingham, Ala.; June 12, six graduates.—Salem; June 11, fourteen graduates.—Orrville, June 12, three graduates.—Genoa; May 22, eight graduates.—DeGraff; June 4, nine graduates. Annual Address by J. J. Burns. B. B. Harlan, Superintendent.—Lithopolis; June 5, four graduates. Annual Address by Rev. D. E. Snapp, of St. Paul, and an address to the class and citizens by Prof. Smith, of Columbus.—Wellsville; June 2, thirteen graduates.—Quaker City; June 5, five graduates. S. J. Finley, Superintendent.—Coshocton; June 8, seventeen graduates.—Mt. Vernon, June 11, nine graduates.—Wadsworth; June 5, two graduates. Annual Address by Dr. S. F. Scovel.—Rio Grand College; June 4, three graduates.—Lebanon; June 4, six graduates.—North-Eastern Ohio Normal School, Canfield, O.; June 25, 5 graduates.—Ohio State University; June 24.—Norwalk; June 24, thirteen graduates. Orations and essays all based on the studies and reading of the school course.—Rose-Polytechnic Institute, Terra Haute; June 25, graduating exercises followed by Memorial Exercises of Pres't C. O. Thompson. Address by Gen'l John Eaton, U. S. Commissioner of Education.—Washington, O.; June 17, thirteen graduates. C. F. Dean, Superintendent; J. J. Worthington, Prin. High School. Wapakoneta; May 29, six graduates.—Wooster; June 19, thirty graduates—the largest class in the history of the Wooster schools.—Massillon; June 25, sixteen graduates. Mrs. L. D. Pinney, High School Principal.—Chillicothe; June 18, fourteen graduates.—Port Clinton; June 1, one graduate. Cuyahoga Falls; June 26, nine graduates.—Kingsville; June 18, four graduates. Annual Address by Prin. F. T. Waters. Address to the Alumni by Rev. S. B. Hershey.—Milford; May 22, ten graduates.—Ottawa; May 14, ten graduates.—Shreve; May 29, three graduates. Annual Address by Dr. Scovel, of Wooster University.—Navarre; May 22.—Bluffton; May 21, six graduates.—Bellefontaine; May 21, ten graduates.—Yellow Springs; May 28, seven graduates.—Waynesville; three graduates—fifty-four in all since the school was established.

INSTITUTES.

Columbiana County; at East Liverpool, first full week in November. Instructors: Dr. E. E. White and Rev. R. B. Marsh.—Clinton County; at New Vienna, July 27, two weeks. Instructors: Drs. Hancock and Williams, J. F. Fenton and E. P. West.—Seneca County; at Republic, Aug. 17, one week. Instructors: J. W. Knott, B. B. Hall and Z. E. Rutan.—Adams County; at Winchester, Aug. 3, two weeks. Instructors: Drs. Williams and Harvey and Prof. Galespie.—Ashtabula County; at Rock Creek, last week in July.—Butler County; at Hamilton, Aug. 24, one week. Instructors: Dr. Hancock and C. E. McVey.—Darke County; at Greenville, special session begins Aug. 3 and continues four weeks, regular session begins Aug. 31 and continues one week. Instructors for special session: H. L. Frank and F. Gillum Cromer. Instructors for regular session: C. W. Bennett and J. T. Martz.—Warren County; at Lebanon, Aug. 10. Instructors: R. W. Stevenson and others.—Ashland County; at Ashland, first week in September. Instructors: C. W.

Butler and J. E. Stubbs.—Ottawa County; Aug. 24. Instructors: C. W. Butler and others.—Marion County; Aug. 3. Instructors: C. W. Butler and others.—Paulding County; Aug. 17. Instructors: C. W. Butler and others.—Wayne County; at Wooster, Aug. 24, one week. Instructors: Dr. Thomas W. Harvey and others.—Clarksburg, W. Va.; June 15, one week. Conducted by Dr. Thos. W. Harvey.—Philippi, W. Va.; June 22, one week. Dr. Thos. W. Harvey.—Medina County; at Medina, first two weeks of August. Instructors: H. M. Parker, C. H. Churchill, F. D. Ward and Arthur Powell.—Champaign County; at Urbana, July 27, four weeks. Conducted by A. C. Deuel.—Crawford County; at New Washington, third week in August. Instructors: Supt. Shumaker and Prof. Long.—Morrow County; at Iberia, first week of August. Supt. Manley and others.—Preble County; at Eaton, second week of August. Supt. Manley and others.—Carroll County; third week of August. Supts. Manley and Cook.—Fairfield County; at Lancaster, fourth week in August. Supt. Manley and others.—Wyandott County; at Upper Sandusky, first week of September. Supt. Manley and others.—Noble County; at Caldwell, Aug. 10, one week. Dr. Hancock and others.—Madison County; at London, Aug. 3, one week. Instructors: J. W. Mackinnon, F. B. Pearson and N. W. Bates.—Shelby County; at Sidney, two weeks. C. W. Bennett and others.—Tuscarawas County; at New Philadelphia, Aug. 17, two weeks. Instructors: Messrs. Duff, Hauptert, Peiffer and Findley, and Miss Kate Patrick.—Gallia County; at Gallipolis, July 27, one week. Instructors: Samuel Findley and others.—Auglaize County; Aug. 10. Instructors: Superintendents Richardson, Ellis, Williamson and Carson.

PERSONAL.

- J. L. Wright will remain another year at Orrville.
- J. J. Houser has been re-elected at Mt. Blanchard.
- J. W. Bowlus has been unanimously re-elected at Berea.
- E. F. Warner has been elected for another year at Doylestown.
- Ira O. France will have charge of the schools at Copley next year.
- A. E. Winter retires from the Burbank schools to enter the ministry.
- R. E. Rayman has been re-elected principal of the Lithopolis schools.
- J. L. Carson has been re-elected superintendent of schools at Wapakoneta.
- Chas. E. Stoaks has been chosen principal of the Coshocton High School.
- H. L. Peck has been re-elected superintendent of schools at Barnesville, Ohio.
- A. A. Clark has been called to take charge of the schools of Woodsfield, Ohio.
- B. F. Hoover, of Smithville, will have charge of the Seville schools next year.
- J. A. Shawan has been re-elected superintendent of schools at Mt. Vernon, O.

—Geo. P. Brown has resigned the presidency of the Indiana State Normal School.

—R. I. Gregory has been appointed superintendent of schools at Woodville, O.

—John McConkie has been re-elected superintendent of the Port Clinton schools.

—J. J. Burns has been unanimously re-elected superintendent of the Dayton schools.

—I. M. Clemens has been re-elected superintendent of the Ashtabula schools.

—J. H. Lehman, superintendent of schools at Canton, has been unanimously re-elected.

—C. R. Long has been re-employed at Black River Falls, Wis., at \$1,500 for nine months.

—Wilbur V. Rood has been re-elected principal of the Akron High School. Salary, \$1,400.

—J. Ormond Wilson has retired from the superintendency of the schools of Washington, D. C.

—Frank J. Roller has been re-elected principal of the Lowellville schools, at an increased salary.

—C. F. Dean has been elected for the fifth year as superintendent of schools at Washington C. H.

—S. J. Finley has had charge of the Quaker City schools, and has been retained for another year.

—J. M. Yarnell has been re-elected superintendent of schools at Coshocton for a term of two years.

—F. Gillum Cromer has been unanimously re-elected superintendent of schools at Union City, Ind.

—Manola A. Yarnell has been re-elected principal of the Mt. Vernon High School, at an increased salary.

—Allen Cook has been elected superintendent of the Hanoverton schools, in place of J. T. Morland, resigned.

—John T. Duff, Superintendent of schools at Canal Dover, delivered the address at that place on Decoration Day.

—E. E. Miller has been employed as superintendent and high school principal for the coming year, at Caldwell, O.

—G. W. Henry has been re-elected superintendent of schools at Leetonia for a term of two years. Salary, \$1000.

—Arthur Powell has been unanimously re-elected at Wadsworth for a term of two years, at an annual salary of \$900.

—A. O. Spence has been elected to the superintendency of the Fredericksburg schools, at a salary of \$90 a month.

—President A. A. Moulton, of Rio Grande College, has been compelled to retire for a time, on account of loss of voice.

—Geo. E. Owen, formerly an Ohio teacher, has recently been elected principal of the State Normal School at Weston, Oregon.

—Nathan L. Glover continues in charge of the vocal music department of the Akron schools. He has few equals in his specialty.

—J. W. Jones, who has had charge of the schools of Racine, O., the past year, is to teach in Rio Grande College the coming year.

—J. N. McCall, who recently went from Ohio to take charge of the schools of Ithaca, Mich., delivered the address on Memorial Day, at Ithaca.

—Henry G. Williams, who has had charge of the schools of North Uniontown, O., is now editor of the *Highland Weekly News*, at Hillsboro, O.

—E. K. Barnes has been unanimously re-elected superintendent of schools at Grand Rapids, O., for a term of two years, with an increase of salary.

—Dr. W. S. Eversole has been re-elected at Wooster for a term of three years. He has already had charge of the Wooster schools for nine years.

—G. J. Graham retires from the superintendency of the Waynesville schools after six years of efficient service, with the kind feeling and good wishes of the entire community.

—D. E. Niver has been elected for his seventh year at Nevada, O., but declines Nevada and accepts the superintendency at Bowling Green, to which he has also been elected.

—C. C. Davidson retires from the superintendency of the New Lisbon schools, after nine years of faithful service. W. H. Van Fossan, of East Palestine, succeeds him.

—J. A. Pittsford has been elected at Carey for his fourth year there—the first time in the history of these schools that the same superintendent has been elected the fourth time.

—C. F. Palmer has been re-elected at Dresden for a term of two years—the first time the Dresden Board has paid to any one the compliment of an election for more than one year.

—J. L. McDonald has completed his fifteenth year as superintendent of the Wellsville schools. A local paper speaks in very high terms of his efficient and judicious management.

—J. J. Bliss, principal of the Bucyrus High School, succeeds Mrs. Anna M. Mills in the superintendency of the Crestline schools. Miss Sallie J. Harris succeeds Mr. Bliss at Bucyrus.

—Mrs. Anna Randall Diehl, instructor in Reading, Elocution and Primary Methods, will accept a few invitations for institute work in Ohio the coming season. Address, 27 Union Square, New York City.

—S. P. Merrill has superintended the schools of Willoughby Township, Lake County, for the past three years, and has been unanimously re-elected. Thus, one after another, the townships are wheeling into line.

—Geo. W. Walker, for a long time superintendent of schools at Lima, O., after one year's rest, is about to buckle on the armor again. He has been elected superintendent of instruction at Adrian, Mich. Ohio loses and Michigan gains a true man and a good worker.

—F. T. Waters has been retained as superintendent of the township schools and principal of the high school at Kingsville, Ashtabula Co. His salary, \$1,100 for the past year, has been increased for the coming year.

—Byron E Helman has resigned the principalship of the North-Eastern Ohio Normal School, at Canfield, with a view to engaging in business in Cleveland. J. C. Ransom has been chosen to succeed him in charge of the school.

—Albert Leonard, who has very successfully conducted the schools of New Holland, has been unanimously re-elected; but he has declined with a view to spending a year or two at Johns Hopkins University, in the study of pedagogy and literature.

—James A. Brush, A. M., professor of mathematics in Mt. Union College, died June 15, after a short illness. He had been connected with the above named college for twenty-one years. He did his work faithfully and quietly, and now rests from his labors.

—A Cadiz paper, speaking of the closing exercises of the schools in that place, says: "Prof. Williams, the Superintendent, deserves the thanks of the community for his able management of the schools, in which he has been assisted by an able corps of teachers."

—A. G. Comings, for some time in charge of the schools of Conneaut, and for the past year principal of one of the Youngstown schools, has been elected to the chair of natural science in Whitman College, Walla Walla, Washington Ter. The foreign demand for Ohio teachers is great, but the supply is inexhaustible.

—William Reece, who has been connected with the Springfield High School for several years, is about to retire from the school-room—at least for a time. He has taken an agency for lands in Iowa, Minnesota, Arkansas and Texas, belonging to Fredericksen & Co., of Chicago, and expects to conduct excursions to various points in the West and South.

—A. S. McPherron has resigned the principalship of the Albuquerque Academy, New Mexico, in which he has labored for the past four years, under the auspices of the New West Education Commission. Under his management the attendance has grown from a mere handful to over three hundred pupils. Mr. McPherron was at one time connected with the schools of Akron, O.

—W. R. Comings has been unanimously re-elected superintendent of the Norwalk schools. Salary, \$1400. "Our people are very well satisfied with the present management of our schools. They were never in better condition than now, under the management of Mr. Comings."—*Reflector*. "He has given general satisfaction, and is a worthy and capable superintendent."—*Chronicle*.

—Dr. Aaron Schuyler has tendered his resignation of the presidency of Baldwin University, and it has been accepted. Dr. Schuyler accepted the chair of mathematics in the university nearly a quarter of a century ago, and held the position until he was called to the presidency about ten years ago. No reasons for his resignation have yet been made public, and hopes are entertained that he may yet be persuaded to remain in the institution in some capacity. He has taken high rank as a scholar, as an educator, and as an author.

—Superintendent W. W. Ross, of Fremont, has recently suffered severe affliction, having had five cases of typhoid fever in his family at one time, caused by drinking impure water from a neighboring well. Besides the five members of brother Ross's family, a servant girl and her sister visiting her were both stricken down and died within ten days. Four members of a neighbor's family were also attacked from the same cause. We are glad to learn of the recovery of all the members of brother Ross's family.

—Dr. Thos. W. Harvey was recently made the unwitting witness of a tribute to himself by the pupils of the Painesville High School. He had been invited to be present at some exercises which the pupils wished him to hear, the prominent feature of which was the presentation of a portrait of himself to the Board of Education by the pupils of the school. As he entered the room, crowded with pupils and visitors, he was greeted with a storm of applause. One of the pupils, in a neat little speech, presented the portrait to Superintendent Shepherd as the representative of the Board of Education, to be kept in the school-room in memory of Dr. Harvey and his services to the Painesville schools.

—William Richardson retires from the superintendency of the Chillicothe schools to accept a similar position at Sedalia, Mo. Mr. Richardson has held high rank among the school men of Ohio. In engaging him the Sedalians have secured a prize. The following from a newspaper report of commencement shows what is thought of him at Chillicothe:

"Miss Mary G. Guthrie, the valedictorian, after speaking the farewells of the class to school-life, and thanking the Board, teachers and schoolmates, turned to Prof. Richardson, the kind superintendent who has always been so endeared to all the scholars, and, with a touch of real grief and heartfelt sorrow in her tones, spoke for all, the sentiments of regret at his departure, and in the name of the teachers and scholars of the Chillicothe schools, presented him with a handsome gold watch as a token of heartiest friendship and respect. Taken by surprise, the Professor briefly and with much feeling thanked the donors, accepted the remembrance, and, after eight years of the most faithful work in our schools, spoke his farewell, regretted by all, to Chillicothe schools. Not a heart in the house but was softened by the parting."

NEW BOOKS.

Works of Publius Virgilius Maro: Containing the first six books of the *Æneid*, with explanatory notes by Edward Searing, A. M.; the *Bucolics* and *Georgics*, with explanatory notes by Henry Clark Johnson, A. M., LL. B.; a complete vocabulary; and an appendix containing Dr. S. H. Taylor's questions on Virgil and a metrical index. Map and illustrations. A. S. Barnes & Co., New York and Chicago. 1885.

A beautiful and excellent edition of these old classics. The editors and publishers have done valuable service to the cause of higher education by furnishing the student so efficient and attractive means of becoming acquainted with the writings of this greatest of Latin poets.

Addresses and Proceedings of the National Educational Association, at

Madison, Wis., 1884. Published by the Association. J. E. Farwell & Co., printers, Boston.

The Madison meeting is said to be the largest educational meeting ever held, and the volume of proceedings is larger than any of its predecessors. Copies of these volumes should find their way into the libraries of thousands of teachers. They will grow in value as the years go by.

- O *Lectures on the Science and Art of Education.* With other Lectures and Essays. By the late Joseph Payne, the First Professor of the Science and Art of Education in the College of Preceptors, of London. Syracuse, N. Y.: C. W. Bardeen. 1885.

The adoption of Payne's Lectures as part of the course for teachers' reading circles has led to the publication of several editions by different publishers. In this edition, Mr. Bardeen has indexed the pages by head-lines, following each lecture with an analysis, convenient for study and review.

- O *Elements of Natural Philosophy:* A Text-book for High Schools and Academies. By Elroy M. Avery, Ph. D. Sheldon and Company, New York and Chicago.

This is a new edition of a work already deservedly popular. The author has thoroughly revised it, re-writing some entire chapters, and recognizing the latest developments in science. Probably no better treatment of the subject of electricity can be found in any text-book published, than this book contains. The book as a whole is a very full and reliable treatment of the subject of physics. The author has also prepared a smaller book, entitled *First Principles of Natural Philosophy*, for such schools as cannot afford time enough to complete the larger work.

- O *The Vocalist:* For use in Social Assemblies, Seminaries, and Graded Schools. Containing good Selections from Eminent Composers; also, a brief Exposition of the System of Instruction employed in the Schools of Brooklyn, N. Y. A. S. Barnes & Co., New York and Chicago.

We took this book home and placed it on the piano. The musical members of the family have tested it and pronounce it excellent. All the music is of the better class and yet it is not too difficult for classes possessing a fair knowledge of the rudiments of music.

- O *A Grammar of the English Language*, in a Series of letters; Intended for the use of schools and of young persons in general, but more especially for the use of soldiers, sailors, apprentices and ploughboys. By William Cobbett. With notes by Robert Watters. A. S. Barnes & Co., New York and Chicago. 75 cents.

This is a reprint of an old book first published nearly three-quarters of a century ago. It consists of a series of letters written by the author to his son James, and contains a very simple and lucid exposition of the usages of the English language. Richard Grant White says of it, "I know it well and have read it with great admiration."

- O *A Grammar of Old English.* By Edward Sievers, Ph. D., Professor of Germanic Philology in the University of Tübingen. Translated and Edited by Albert S. Cook, Ph. D. (Jena), Professor of the English language and literature in the University of California. Boston: Ginn, Heath & Co.

This work differs from most of the Old English grammars in that it is based

more upon the older prose writings, and not solely nor chiefly upon the language of the poetical texts. It thus aims to acquaint the student with the normal or typical forms of the language.

Brain-work and Over-work. By H. C. Wood, M. D. Philadelphia: P. Blakiston, Son & Co.

This is one of the American Health Primers. It deals with questions which concern every brain-worker, and on which there is lamentable ignorance. We heartily commend it for its practical teaching and sound sense.

School and Industrial Hygiene. By D. F. Lincoln, M. D. Philadelphia: P. Blakiston, Son & Co.

Like the other members of the Health Primer series to which this little book belongs, it is full of practical wisdom. We cannot commend too highly its plain common sense.

Descriptive Botany. A Practical Guide to the Classification of Plants, with a Popular Flora. By Eliza A. Youmans. New York: D. Appleton & Co.

This volume combines the exercises of Miss Youman's First and Second Books of Botany, and, with the addition of a popular flora, forms a complete text-book, in which the same objective methods of plant-study pursued in the former volumes are more fully carried out.

First Lessons in Physiology and Hygiene, with special reference to Alcohol, Tobacco and other Narcotics. By Charles K. Mills, A. M., M. D. Revised Edition. Philadelphia: Eldredge and Brother. Price for examination, 50 cents.

The first edition of this book, issued in 1882, was one of the first text-books to treat of the effects of Alcohol. It has been widely used with excellent results. The demand for a new edition has afforded an opportunity for some modifications, adapting it more fully to its purpose.

The Eclectic Historical Atlas and Charts. A Hand-book for Students and General Readers. Van Antwerp, Bragg & Co., Cincinnati and New York.

These maps and charts were first published in Thalheimer's Histories and the Eclectic History of the United States. Gathered into one neat volume, they form a most convenient and useful hand atlas.

The New Arithmetic; Compiled by Three Hundred Prominent Educators, and Edited by Seymour Eaton. Buffalo: Eaton, Gibson & Co.

By an offer of prizes for sets of problems, the publishers were enabled to collect a large number and variety of choice problems. They are here arranged under appropriate heads, with brief hints and definitions, forming what we believe to be an excellent pupils' hand-book.

Modern Electricity and Magnetism, Theoretically and Practically Considered. By Elroy M. Avery, Ph. D. Sheldon & Co., New York and Chicago.

This is simply the chapter on Electricity from the author's Elements of Natural Philosophy, bound separately for the convenience of those who may want a concise, thorough and accurate treatment of the one subject in convenient form.

Bennett's Examination Record, for use in Public Schools. By C. W. Bennett, Superintendent of Public Schools, Piqua, O. Van Antwerp, Bragg & Co., Cincinnati and New York.

Very neat, convenient and useful. Each pupil's record of examinations in all his studies for an entire year can be seen at a glance.

A Manual of Mathematical Geography. By A. A. Moulton, A. M., President of Rio Grande College. Columbus, O.: Hann and Adair. Price 30 cents.

The facts of the earth's form and dimensions, position of its axis, rotation and revolution, and their effects, are clearly and accurately stated and illustrated, so as to be understood without a knowledge of higher mathematics. Teachers would find it very helpful in teaching Mathematical Geography.

The Tales of a Grandfather: Being a History of Scotland from the Earliest Period to the close of the Reign of James the Fifth. By Walter Scott. Abridged and edited by Edwin Ginn.

The Swiss Family Robinson. Edited for the Use of Schools. By J. H. Stickney. These two books are from the press of GINN, HEATH & Co., Boston, and belong to their series of classics for children.

The same publishers will issue in July "Questions on Cæsar and Xenophon," by E. C. Ferguson, Ph. D., and "Andreas: a Legend of St. Andrew," Edited by Professor W. M. Baskervill, of Vanderbilt University.

The Sentence and Word Book: A Guide to Writing, Spelling, and Composition by the Word and Sentence Methods. By James Johonnot. New York: D. Appleton & Co.

Better far than the spelling-book for acquiring the use of language.

Selected Words for Spelling, Dictation, and Language Lessons. By C. Meleney and Wm. M. Giffin. New York: A. Lovell & Co.

Practical Work in the School-Room: A Transcript of Object Lessons on the Human Body given in Primary Department, Grammar School 49, New York City. Pupils' Edition. New York: A. Lovell & Co.

Graded Review Questions. By W. M. Giffin and David Maclure. New York: A. Lovell & Co.

English Classic Series, with Biographical Sketch, and prefatory and Explanatory Notes:—Webster's Orations on Adams and Jefferson, and his Bunker Hill Monument Orations; Life and Death of Jason, by William Morris; Edmund Burke's Speech on American Taxation; Pope's Rape of the Lock; and Tennyson's Elaine and In Memoriam. Paper covers, 12 cents each by mail. New York: Clark and Maynard, Publishers.

Admirable supplementary reading for literature classes.

Harper's New Graded Copy Books Grammar Course, 8 Numbers; Primary Course, 7 Numbers. By H. W. Saylor. New York: Harper and Brothers.

The A B C of Carp Culture, explaining the only generally acknowledged system. By Milton P. Pierce. Medina, O.: A. I. Root. Price 50 cents.

Seventeenth Annual Catalog of the Geneva Normal School. Geneva, Ash-tabula Co., Ohio. 1885-86.

Eighteenth Annual Catalog of Hiram College. Year ending June, 1885.

Catalog of the Officers and Students of Otterbein University. Westerville, O., June, 1885.

MAGAZINES.

The Atlantic Monthly, for July. Boston: Houghton, Mifflin & Co.

The Popular Science Monthly, for July. New York: D. Appleton & Co.

The North American Review, for July. 30 Lafayette Place, New York.

The Journal of Speculative Philosophy, for October, 1884. New York: D. Appleton & Co.

Magazine of Western History. 145 St. Clair St., Cleveland, O.

The Century Illustrated Magazine. New York: The Century Company.

St. Nicholas: An Illustrated Magazine for Young Folks. New York: The Century Company.

The Youth's Companion, published at Boston, now claims a larger circulation than any other literary paper in the world. It is doing a grand work in the education of the rising generation.

—THE—

OHIO EDUCATIONAL MONTHLY

ORGAN OF THE OHIO TEACHERS' ASSOCIATION,

—AND—

THE NATIONAL TEACHER.

SAMUEL FINDLEY, EDITOR.

Volume XXXIV.

AUGUST, 1885.

Number 8.

PROCEEDINGS OF THE OHIO TEACHERS' ASSO-
CIATION, AT CHAUTAUQUA, N. Y.,
JULY 7, 8, AND 9, 1885.

SUPERINTENDENTS' SECTION.

The Superintendents' Section of the Ohio Teachers' Association met in the amphitheater of the Chautauqua Assembly, at 9 o'clock, A. M., July 7, and was called to order by Reuben McMillen, of Youngstown, Ohio, Chairman of the Executive Committee.

Prayer was offered by Rev. J. H. Herron, D. D., of Erie, Pa.

The President of the Section, Dr. Alston Ellis, of Sandusky, was then introduced and delivered his inaugural address.

On motion, Dr. R. W. Stevenson, of Columbus, E. F. Moulton, of Warren, and J. M. Goodspeed, of Athens, were appointed a committee to nominate officers for the Section.

W. J. White, of Springfield, read a paper on "Normal Training as a Preparation for Teachers."

This subject was further discussed by Mrs. D. L. Williams, John Ogden, W. D. Gibson, A. B. Johnson and J. F. Lukens.

AFTERNOON SESSION.

The Association convened at 2 o'clock.

Hon. L. D. Brown read a paper on "Defects in our Compulsory Law, and Remedies Suggested by the Laws of other States." ✓

The Committee on Nomination of officers reported as follows:

For President, Chas. L. Loos, of Dayton.

For Secretary, John E. Morris, of Garrettsville.

The report was adopted.

E. B. Cox, of Xenia, read a paper entitled "A Week in My School-rooms." ✓

Commissioner Brown moved the appointment of a committee to devise a plan for securing accuracy and uniformity in school statistics.

After considerable discussion, the motion was adopted, and the Chair named the committee, as follows: Hon. L. D. Brown, of Columbus; Dr. John Hancock, of Chillicothe; and Supt. A. B. Johnson, of Avondale.

After a delightful song by Mrs. E. B. Caldwell, of Toronto, Dr. J. H. Vincent delivered his noted lecture on "That Boy." ✓

After another song by Mrs. Caldwell, the Superintendents' Section adjourned.

T. E. ORR,
Secretary.

ALSTON ELLIS,
President.

EVENING SESSION.

A preliminary session of the General Association was held in the Amphitheater, Tuesday evening.

After an organ prelude, an address of welcome was delivered by W. A. Duncan, Esq., Secretary of the Chautauqua Assembly, and response by Dr. R. W. Stevenson, of Columbus.

These addresses were followed by music on the organ and another song by Mrs. Caldwell.

GENERAL ASSOCIATION.

WEDNESDAY MORNING.

The Ohio Teachers' Association was called to order at 9 o'clock A. M., by Supt. E. F. Moulton, of Warren, the retiring President of the Association.

Prayer was offered by Dr. Carroll Cutler, President of Adelbert University.

The President, Dr. Aaron Schuyler, late President of Baldwin University, was then introduced and delivered his inaugural address,—subject, "The Sensibilities in Education."

On motion of M. S. Campbell, Principal of the Cleveland Central High School, the Chair, appointed the following committee to nominate officers for the next year : M. S. Campbell, Mrs. D. A. Williams, Miss Lucia Stickney, A. B. Johnson, J. J. Burns, John Hancock, R. W. Stevenson, H. M. Parker, and W. J. White.

On motion of Hon. L. D. Brown, all teachers in attendance from other States were elected honorary members of the Association, with the privilege of taking part in the discussions.

On motion of Supt. J. W. Dowd, of Toledo, the Chair appointed the following committee on necrology : J. W. Dowd, J. J. Burns, and H. M. Parker.

Supt. E. F. Moulton moved that, in accordance with notice given last year by Supt. W. W. Ross, Art. 9 of the Constitution be so amended as to make the annual membership fee for ladies *fifty cents* instead of *one dollar*.

After an animated discussion the motion was lost.

On motion, a committee, with E. F. Moulton, of Warren, as chairman, was appointed to negotiate between teachers seeking places and those wishing to employ teachers.

A. N. Ozias and C. L. Van Cleve were appointed assistant treasurers.

Supt. B. A. Hinsdale, of Cleveland, delivered an address on "Training of the Will."

The subject was further discussed by Messrs. Thomas, Cutler, Tappan, Gibson, Holbrook and Hinsdale.

Adjourned until 2 P. M.

AFTERNOON SESSION.

Supt. S. H. Herriman, of Medina, was appointed assistant secretary.

A paper,—“What can Teachers do to Secure Proper Home Education,” was read by Supt. T. E. Orr, of Bridgeport.

C. L. Van Cleve discussed briefly one or two points in Mr. Orr's paper.

On motion of W. J. White, the following message was sent to Gen. Grant :

The Ohio Teachers' Association in annual session at Chautauqua, N. Y., sends respectful salutation, and extends the affectionate sympathy of thirty thousand Ohio teachers with their distinguished and suffering fellow citizen, Ulysses S. Grant.

On motion of Dr. John Hancock, greetings were sent to the New York Teachers' Association, in session at Saratoga.

The report of the committee on necrology was presented by the chairman, J. W. Dowd.

Mr. A. A. Graham, Secretary of the Ohio Archæological and Historical Society, made a statement concerning the objects of his society and offered the following resolution :

WHEREAS: The Centennial of Ohio occurs in 1888, and a suitable celebration of the same is desirable, therefore,

Resolved, That a committee be appointed by this Association, to act with the Ohio Archæological and Historical Society in bringing this matter before the teachers of the State, with a view to securing suitable instruction to the youth, and to devise such methods of historical study in the public schools as may seem to them best.

The resolution was adopted, and the Chair appointed the committee as follows: Dr. John B. Peaslee, Cincinnati; LeRoy D. Brown, Columbus; Alston Ellis, Sandusky; Marcellus Manley, Galion; R. W. Stevenson, Columbus.

The place on the program assigned to Miss Kate S. Brennan was filled by Supt. L. R. Klemm, of Hamilton, who read a paper entitled "A New Departure in Geographical Teaching."

Mr. Klemm's paper was discussed by B. A. Hinsdale, J. W. Dowd, John Hancock and others.

THURSDAY MORNING.

The Association convened at 9 o'clock. Prayer was offered by Dr. Williams, of Delaware.

The following telegram was read :

SARATOGA, N. Y., July 8, 1885.

To the Ohio Teachers' Association :

The New York State Teachers' Association, assembled in convention at Saratoga Springs, cordially return the kindly greeting of their fellow teachers of Ohio, and wish them God-speed.

S. A. ELLIS, *President*.

The order of the morning was the Ohio Teachers' Reading Circle.

In the absence of the Secretary, Supt. E. A. Jones, from whom a report had been expected, Mrs. Williams, President of the Board of Control, made a brief statement concerning the work.

J. J. Burns and John Hancock made statements concerning the books adopted, prices, &c.

Several brief reports were made by representatives of county circles.

Dr. E. E. White, of Cincinnati, delivered an address on the "Philosophy of Teaching."

The committee on nominations made the following report :

Your committee on the nomination of officers for the coming year beg leave to report as follows :

President—W. W. Ross, Fremont.

Vice Presidents—W. G. Williams, Delaware; E. W. Coy, Cincinnati; Miss Bettie A. Dutton, Cleveland; C. C. Davidson, Alliance; Mrs. Mary Clark Steeves, Harlem Springs.

Secretary—S. H. Herriman, Medina.

Treasurer—Abram Brown, Columbus.

Executive Committee—Reuben McMillan, Youngstown; Miss M. W. Sutherland, Mansfield; E. A. Jones, Massillon.

Board of Control of the Ohio Teachers' Reading Circle—Miss Kate Brennan, Cleveland; W. J. White, Springfield.

Respectfully submitted,

M. S. CAMPBELL, *Chairman*.

The report was adopted.

On motion of J. W. Dowd, E. A. Jones and C. C. Davidson were added to the committee on necrology, and the committee was instructed to make an additional report, making special mention of the late Prof. J. A. Brush, of Mt. Union College.

The following telegram was read:

HARRISBURGH, Pa., July 9, 1885.

To the Ohio Teachers' Association:

The Pennsylvania Teachers' Association, holding its thirty-first annual session at the Capital, sends greeting to its kindred Association of Ohio. Our work is one, and its end the noblest in the line of human effort.

J. P. McCASKEY, *Secretary*.

The Chairman of the Executive Committee was instructed to respond.

AFTERNOON SESSION.

The Association convened at the hour appointed.

By Supt. H. M. Parker—Notice is hereby given that at our next annual meeting an amendment to Section IX of the Constitution will be offered, to the effect that the annual membership fee for lady teachers receiving less than \$600 per annum shall be *fifty cents* instead of *one dollar*.

Mrs. Emma Beebe Caldwell, the sweet singer of Toronto, again delighted the Association with one of her charming songs, playing her own accompaniment on the piano.

Mrs. F. W. Leiter, of Mansfield, Superintendent of the Educational Department of the W. C. T. U., then addressed the Association on the subject of Temperance as related to Public Education.

In the absence of Andrew J. Rickoff, of Yonkers, N. Y., who had consented to deliver the annual address, Dr. J. H. Vincent addressed the Association, taking for his subject, "The Chautauqua Idea in Relation to Public Education."

J. J. Burns, on behalf of the Committee on Resolutions, made the following report :

1. That the thanks of this Association are tendered to Rev. J. H. Vincent, D. D., for his two eloquent and instructive addresses.

2. That Rev. J. H. Vincent, D. D., be elected an honorary member of the Ohio Teachers' Association.

3. That the thanks of the Association are tendered to Mrs. Emma Beebe Caldwell for her delightful and inspiring music.

4. That our thanks are tendered to the hotels, to the owners of cottages, to the Chautauqua Steamboat Company, and particularly to the officers of Chautauqua Assembly, for their kind and generous hospitality.

5. That our thanks are tendered to Mr. Hyde, of the *Jamestown Journal* and the *Cleveland Leader*, and to Mr. M. L. Phinney, of the *Cleveland Plaindealer*, for the courtesy of their attendance upon the sessions of our Association in their professional capacity.

6. That the thanks of the Association are due and are hereby tendered to the officers of the Wheeling & Lake Erie, the Cleveland, Akron & Columbus, the N. Y., P. & O., and the C., C., C. & I. railroads, for such reduction in rates as made it possible for the most poorly paid teachers to attend this meeting. We make personal mention of Messrs. James DeWolfe, of the Bee Line, and B. W. Akin, of the C., A. & C. and N. Y., P. & O.; and of A. E. Clark, G. P. A. of the N. Y., P. & O., who, when Ohio teachers are in need, never waits to see what other roads will do.

7. Finally, your committee wish to afford the members of the Association an opportunity to express their heartiest thanks to the Chairman of the Executive Committee, Reuben McMillan, for his untiring and unerring efforts for their comfort and entertainment.

Signed by the committee,

ELI T. TAPPAN,
JOHN HANCOCK,
J. J. BURNS.

These resolutions were unanimously adopted.

Supt. P. W. Search, of Sidney, offered the following resolution :

Resolved, That we endorse the efforts of the W. C. T. U. to secure a State law that shall require the effects of stimulants and narcotics on the human system to be taught in all the schools under public control, or supported by public money.

After an animated discussion and the proposal of various amendments, substitutes, and motions to refer, the resolution was referred to a committee consisting of John Hancock, Reuben McMillan, E. F. Moulton, J. J. Burns, and P. W. Search, to report at the next annual meeting.

The Treasurer presented the following report :

Balance June 30, 1884,.....	\$119 20
Cash received for membership at Lakeside,.....	315 00
Total,	\$434 20

July 3, 1884, paid Dr. Scovel's expenses,.....	\$10 00
“ “ “ C. L. Loos for programs, &c.,..	15 00
“ “ “ E. A. Jones, traveling expenses of Board of Control to Columbus, Decem- ber, 1883,.....	43 80
Paid E. A. Jones, Sec'y of Board of Control, for printing, postage, stationery, &c.,.....	34 50
Paid expense of meeting of Executive Committee,	73 20
Paid Samuel Findley, as per bill,.....	50 00
Paid for membership tickets,.....	2 00
	<hr/> \$228 50
Balance July 6, 1885,.....	\$205 70
Respectfully submitted,	

ABRAM BROWN, *Treasurer.*

After singing the Doxology, the Association adjourned.

SEBASTIAN THOMAS,
Secretary.

AARON SCHUYLER,
President.

INAUGURAL ADDRESS.

BY ALSTON ELLIS, PRESIDENT OF THE SUPERINTENDENTS' SECTION.

Fellow Teachers, Ladies and Gentlemen:—The Association, by whose favor it is made my pleasure to address you to-day, is seventeen years old. At Dayton and Columbus, in 1868, the initiatory meetings were held. The proceedings of the first six meetings form no part of the record of the Ohio Teachers' Association. It was in 1874 that the Ohio Superintendents' Association became a section of the Ohio Teachers' Association.

At first the work of the Superintendents' Association was somewhat special, as will be seen by the following-named topics which, in addition to many others, were ably and thoroughly discussed: "Methods of Selecting teachers," "Methods of Conducting Teachers' Meetings," "Relations of Superintendents and Teachers," "Examination of Pupils," "Classification of Schools," "Tardiness and Absenteeism," and "Moral and Religious Instruction."

Since the union, named before, the papers and discussions had before the Superintendents' Section have been much in keeping with those had before the General Association. I have read the addresses of my immediate predecessors and the papers that were read and discussed under their administrations with a view of obtaining suggestions therefrom to prompt my own utterances.

The subjects which have been given prominence in our more recent meetings are: "Science in the Public School," "Industrial Education," "Culture and Character," "Literature for School Youth," and "Study and Work." The last topic is not named on any program, but such a title is appropriate to the able, masterly address delivered by the President of this Section, in this place, two years ago.

I have listened with interest to these papers and the spirited discussions they evoked—pretty much in the same mood in which Elihu listened to the disputation of Job and his friends—and, in so doing, I have had my own thoughts quickened and brought into more definite shape.

To forbear to enter a field so fully covered by past effort were, doubtless, a wise course for me to follow; yet some thoughts on these topics have been uppermost in my mind of late years and the present seems to be a favorable and proper occasion to give expression

to them. "Talk about those subjects you have had long in your mind," is the advice of Holmes; and I shall follow it to-day. I shall not in all cases pursue the paths of the gleaners gone before, as did Ruth in the fields of Boaz, but shall unhesitatingly leave the trodden way whenever opposing opinions, formed by study and strengthened by experience, make such departure the honest course for me to take.

Some one has given expression to the thought that the seeds of whatever good we would grow into the life of the people must be sown in the school-house. It has long been a recognized fact that popular government will be most successful where intelligence and virtue are most widely diffused.

In the beginning of the seventeenth century, the people of England were not so potential in affairs of government as they are to-day. The modern Englishman enjoys rights and privileges that were unknown to his ancestors, but the measure of his influence in governmental affairs falls far short of that wielded by the humblest citizen of the United States. Bacon, who gained a reputation for subserviency to the throne and all who had access to it, says that the four pillars of government are religion, justice, counsel, and treasure; and then adds that when these are shaken or weakened men had need pray for fair weather. Schlegel, the German philosopher, says: "There are five essential and eternal elements of human society—the family, the school, the guild, the church, and the state.

It is easily seen that these elements are named in their natural order. The welfare of the state must depend upon the manner in which the family is organized; upon the educating agencies that are operative in the schools; upon the business relations existing between citizens and communities; and upon the influences at work in, and emanating from, the church. Let these concurrent elements be rightly developed in a state,

"And sovereign law, that state's collected will,
O'er thrones and globes elate,
Sit Empress, crowning good, repressing ill."

The pillars of good government, namely, religion, morality, and knowledge, as recognized by our state constitution, are essentially the same as those named by Bacon. Schlegel's elements are those that have to do with the strengthening and support of these pillars. The language of our State constitution implies that the school is the chief foundation upon which society and government rest: the statement of the German thinker is of a broader and more philosophic nature and makes the school but one of four arches upon which is supported the edifice of government. This view of the relation existing between the school and state may involve some re-casting of current belief, but can not fail, in the end, to form a more correct opinion, in the public mind, as to the proper work of the public school and the degree of its responsibility for the evils that creep into our social and national life.

Educators have magnified their office so persistently and so effectively that the people look to the public school to build up whatever conduces to private and national success and to pull aside whatever clogs the road thereto. Orators, jurists, statesmen, lecturers, and writers of high and low degree, have multiplied the force of this thought. Years ago, the now venerable Robert C. Winthrop, whose name is intimately associated with the lately-dedicated Washington Monument, said: "Other nations may boast of their magnificent gems and monster diamonds. Our Kohinoor is our common school system."

Unlimited panegyric has never rendered any human agency for good more progressive. Some institutions thrive best when swayed by the strong wind of opposition. Patriotism with us is fast becoming a mere sentiment—an idle word that comes as trippingly from the tongue of the political trickster as from that of the most ardent lover of his country. Whipple speaks of a patriotism degenerating into a blind, unintelligent impulse and inspiring an overweening confidence in everything American. Lowell, in the humorous Biglow Papers, sounds the depths of party patriotism in the words he puts into the mouth of Parson Wilbur:

"And thet all this big talk of our destinies,
Is half ov it ign'ance an tother half rum."

A somewhat forced application of the lines just quoted might be made to some sayings and writings concerning public education. Is there not a disposition to require too much of the public school and to make it accountable for defects in our social and political fabric which, from the nature of the case, can not be remedied or prevented by it?

There is need of more enlightenment on this question. Nothing is more natural than that they who are giving the best energies of their lives to school work should entertain a high opinion of the far-reaching effects of school training and influences. This is well, if it serve to spur thoughtless dilatory co-workers into healthier activities and nobler resolves; but productive of harm, if it turn the course of instruction from natural and well-established channels into many mazy and misty courses. What shall be taught in our public schools? is a question as important and, I might say, as debatable to-day as it ever was. Educational sentiment has revolved, in greater or less circles, around a well-established center, and in times of doubt and questioning has gravitated determinately back towards it. The riders of hobbies have taken the widest sweep away from this center. When thrown to earth by the unmanageable steeds they bestride their fall is as sudden and conclusive as that of the small boy who is induced to take the part of "cracker" in the play of "Crack the Whip." Your hobbyists are forever perspiring and fretting under the rays of a tropical sun. Those who remain in close proximity to the axis of rotation are not in danger of losing their footing, but they are generally destined to become mere land-marks to show how far in advance of them progress has been made. They serve to mark time while the main body of the educational army is in motion. Between the poles and the equator of our educational sphere is a temperate zone embracing wide and fertile fields in which intellectual sowing and reaping can be wisely and earnestly directed. He who obstinately adheres to the old is doomed to be stranded on a barren shore while the tide of progress rolls endlessly on. He who, leaving a secure anchorage, places his boat within the grasp of some unknown, swiftly-moving current, whose force he cannot withstand, may be dashed to pieces upon hidden rocks or be drawn into the whirling, cavernous depths of a maelstrom.

Innovations are sometimes indicative of progress. In school work it often happens that one innovation "doth tread upon another's heel, so fast they follow." Bacon's advice, borrowed from Scripture, is as good now as it was 250 years ago: "To make a stand upon the ancient way, and look about us to discover what is the best way." "Remove not the ancient landmarks which thy fathers have set," is the advice of Solomon. "Striving to better, oft we mar what's well," is the sententious thought of Shakespeare. Sophocles, in the tragedy of *Electra*; makes Chrysothemis say: "Beware lest faring badly we work ourselves weightier evils." And, again, in *Ajax*, the words of the Chorus are: "Do not, by ministering to ills a remedy as ill, augment the pain of thy calamity."

There are times when a little conservatism in educational matters is better than a hasty rushing to extremes. Rightly to plan a course of study upon which to exert school effort is now a more difficult task than it was when the range of human knowledge was more restricted, the wants of life more limited, and the vocations of men less multifarious than at present. Every glance through the telescope or microscope reveals knowledge before hidden from human eyes. Every exploring expedition makes discoveries which widen the domain of facts to be known or theories to be investigated. Specialists are delving into the mines of science and are bringing to light precious ores to enrich the treasures already secured. Human thought has found expression in various languages and its products have become common property by reason of linguistic study and rapid communication. Industries have multiplied, and industrial products show more and more the thinking brain and cunning hand that conceived and fashioned them. It is clear that our pupils must know more than was taught in the schools of the past before they are well-informed and able to enter with assurance of success upon any chosen vocation. It is equally clear that the teachers of these pupils must bring to their work a mind better trained and better stocked with knowledge than the teachers of by-gone days possessed.

When the teachers of Persian youth had taught their pupils to manage a horse, to use the bow, and to speak the truth, they had taught all that was known to have a practical bearing upon the welfare of the child in after life. Within a comparatively recent period the grammar schools of England had a curriculum of study confined almost exclusively to the ancient languages and their literature. The teachers, as Lamb says, "believing that all learning was contained in the languages which they taught, and despising every other acquirement as superficial and useless, came to their task as to a sport." The round of declensions, conjugations, syntaxes, and prosodies was repeated with unvarying method and unvarying results. The great institutions at Oxford and Cambridge built upon the foundation laid in the grammar schools. The study of Greek and Latin was exalted to great prominence; yet time was found to study a philosophy that yielded neither

power nor fruit and to wander into some of the abstractions of mathematics. De Quincey remarks, with evident disapproval, that few or none of the Oxford undergraduates with whom his class associations brought him in contact knew anything at all of English literature. An English writer in *Education* says: "Very few of Dr. Arnold's pupils, when he first took charge of Rugby, were able to write a short, sensible letter in their mother-tongue, and the outlines of English geography or history were unknown to them."

In our own country there has been a constant widening of the bounds of instruction. This process has gone on until it has brought just criticism upon our schools and their products. It is a fact, and will be recognized as such ere long, that the attempt to teach all the subjects that now find a place in our school course is impracticable and injurious.

The unfolding mind of a child should not be directed to too many subjects or too long to one subject. The eye becomes weary by continuous looking at one object. There is doubtless a maximum amount of any given subject that can be received into the mind and assimilated in a definite time. It is well to mingle the essential and the non-essential branches together in our school course; especially if the study of the latter can be made serviceable in rooting more fixedly in the mind the knowledge of the former. The horse is not fed corn or oats alone. The feed of corn forms the principal body of the meal, as far as nutritive purposes are concerned, but a liberal allowance of hay or fodder is a necessity in order that there may be that distention of the stomach which makes its peculiar functions more potent. So instruction in music, drawing, or elementary science may serve to engage the child's mind profitably and to fill up the period of time that should intervene between lessons in what are called the solid branches. To bend the whole energy of the child to the study of arithmetic throughout a school session of three hours is not to teach him three times as much as he can learn in one hour's judicious attention to the same branch. There is a point of saturation in the mind of a child as there is a healthy limit to the distention of the stomach of an animal. An undue quantity of food taken into the stomach impairs its healthy action and brings disease into the system; and an overdose of arithmetic, grammar, or geography acts as a mental irritant to the brain, filling it with indigestible matter and ultimately plunging it into a state of torpor from which it is with difficulty aroused.

We feed the mind with much that is gleaned from the fields of science or obtained by delving into the mines of thought embosomed in our literature, but too often it happens that this matter, though valuable in itself, is so diluted as to retain but little vital power. This mental pabulum often issues from a miniature cave of the winds. Some teachers, like *Æolus* of old, keep an unlimited supply of wind, liberal doses of which are administered with every oral lesson; and, as a result, their pupils are forever writhing in the throes of a mental colic. It is difficult to plant the seeds of knowledge in minds swept over by destructive gales of pestilential breath mingled, at intervals, with Egyptian darkness, Newfoundland fog, and faint shimmers of light.

Some additions to our courses of study have been made by specialists and hobby-riders; others have resulted from the erroneous idea that our schools must teach a little of everything. A superintendent, it may be, becomes a devotee of science and straightway the course of study he prepares from the first primary through the high school, is crowded with scientific studies. Elementary lessons in botany, in physiology, in zoology, in physics, and, perhaps, in chemistry and geology, are assigned a place in the daily program and teachers are required to come before their classes prepared with such material gleaned from these sciences as will be best adapted to the child mind. The same policy incorporates into the school course elementary lessons on history, book-keeping, political science, metaphysics, and whatever else the crotchety brain of some school official may elect. A thoughtful observer of modern educational drift, the Rev. A. D. Mayo, speaks to the point upon the relations the teachers and pupils sustain to such courses of study:—"Thousands of young men and women are studying their brains into a tangle and breaking down soul and body in a wrestling match with an absurd curriculum, that would bother Agassiz himself, and can have no other result than hopeless confusion of mind and life-long disgust at schools and teachers in the student."

A few years ago, when the voice of the science advocates was most frequently heard, it was confidently asserted that great results would follow the introduction of science teaching into our schools. Every nook and cranny of the child's mind was to be stored with scientific truth and his understanding reached and quickened by scientific investigation. The outcome has not approved the large speeches. Says a thoughtful writer in one of our educational papers: "The whole thing was a farce as great as the object les-

son craze which ante-dated it; and to-day we do not know of a single system of schools in which there is any pretense to give elementary instruction in science below the high school."

The theory was not altogether faulty. Scientific study develops and trains the observing and thinking powers of the mind. Certain valuable truths are acquired in its prosecution, but it does not follow that these truths are such as should be brought to the attention of the child in the first stages of his school work. Again, the science work was entered upon by those who did not understand it. Sometimes zeal in the work was increased in the ratio that the ability to understand and perform it diminished. In this connection one is brought to a remembrance of Pope's words: "There never was any party, faction, sect, or cabal whatsoever, in which the most ignorant were not the most violent; for a bee is not a busier animal than a blockhead."

Few teachers of the present day are able to give instructive lessons in elementary science. They have not the necessary knowledge or appliances, nor can they supply the deficiency without using time and effort that are more imperatively demanded elsewhere. "There is not a single science," says Addison, "or any branch of it that might not furnish a man with business for life, though it were much longer than it is." Something more than a hurried reading of some science primer is needed to give a teacher a lively, familiar acquaintance with fields and brooks—

"The ancient teachers never dumb,
Of Nature's unboxed lyceum."

Something of the poet's enthusiasm, when he said, "Thou, Nature, art my goddess; to thy law my services are bound," must be felt by him who stands forth as a teacher of scientific truth.

Superficial thought clothed in indefinite language has no germinal force to cause the youthful mind to spring into healthy, vigorous growth. Such instruction is but a poor substitute for the routine bookish teaching which it is designed to supersede. There are some teachers who talk to death every subject they teach. Like the heathen, mentioned by the Savior, they think that they shall prevail by their much speaking. They are wiser in their "own conceit than seven men that can render a reason." "They have the questionable gift of being able to say everything about nothing and nothing about everything. They cram words into the ears against the stomach of the sense. They impress their pupils pretty much as the philosopher of Cairo affected Rasselas. The Abyssinian prince soon found that the Egyptian sage was a teacher "whom he should understand less as he heard him longer." They are akin to those intellectual persons, described by the poet-philosopher of Concord, "who say what they would have you believe but what they do not quite know." They have what Addison calls "the form of knowledge without the power of it." Borrowing from Mathews, we might say that "they 'go off' in a steady stream of words like a rain-spout in a thunder storm" and bring to mind "that bird of the parrot family whose tongue is longer than its whole body." They forget that it is the empty wagon that rattles most noisily over the stony highway. Loquacious teachers with five minutes of information to expand into thirty minutes of time, illustrate the witty saying of Whately: "How many a meandering discourse one hears in which the speaker aims at nothing, and—hits it."

The teacher of meager scholarship, yet voluble of tongue, rarely comes to a pause long enough to permit a question from some thoughtful pupil of his class. A pointed question from an intelligent source would pierce the films covering that but imperfectly conceals the barrenness beneath.

"The pond that when stirred does muddy appear,
Had mud at the bottom when still and clear."

The cuttle-fish always has an abundant supply of an inky fluid which it ejects into the water when disturbed by some unknown cause or when pursued by an enemy. While the pursuer is groping blindly about in the discolored and opaque water the cuttle-fish makes a happy escape. Some teachers have at command a ready flow of unmeaning words with which they cover their own ignorance. They follow the method of Hawthorne's politician who "when it pleased him, could make a kind of illuminating fog with his mere breath and obscure the natural day with it. Their so-called explanatory talks are as ambiguous as the oracles of the ancient deities, or as prolific of "words of learned length and thundering sound" as the testimony of a medical expert before a coroner's jury. Intelligent authority might address to one of these teachers the language of Phocion to Leoe-

thenes: "Young man, thy words are like the cypress, tall and large, but they bear no fruit." Against one of them might be truthfully made the charge which Holofernes prefers against Sir Nathaniel: "He draweth out the thread of his verbosity finer than the staple of his argument." The teachers now before the camera have Polonius's idea of *brevity*. Their answers to many queries are *vox et præterea nihil*. They are imbued with the idea that it is belittling them in the estimation of their pupils to confess that there is any subject about which they are not fully conversant; and, using Bacon's language, "there is no decaying merchant or inward beggar, hath so many tricks to uphold the credit of his wealth, as these empty persons have to maintain the credit of their sufficiency."

Language has been defined to be a means of concealing our thoughts; but the definition is too restricted. It is often a means of concealing one's ignorance. Speech is golden only when it is made the vehicle of carrying worthy thoughts, when it gives currency to the products of a thinking brain; silence is doubly silver in all cases where one would speak merely to say something, not because he has something to say. To teach a subject well, to succeed in awakening the child's interest, to leave impressions of a durable character on the mind, the teacher must come to his work full of what he would teach and eager to present it to his pupils. "What a man is irresistibly urged to say," says Emerson, helps him and us. In explaining his thought to others, he explains it to himself; but when he opens it for show it corrupts him."

It is not to be denied that the now recognized failure to make successful use of science lessons in our schools is largely due to the teachers' ignorance of the subjects taught and their unwillingness, "to seek out wisdom and the reason of things;" but this deficiency of knowledge and failure to be diligent in acquiring it are not so much to be wondered at when we reflect for a moment upon the number of subjects with which a modern teacher must have acquaintance before he can do well the work of a primary school. Lamb's description of the attainments expected of a teacher is more appropriate to the present age than it was to his own. He says: "The modern school-master is expected to know a little of everything, because his pupil is required not to be entirely ignorant of anything. He is to know something of pneumatics; of chemistry; of whatever is curious, or proper to excite the attention of the youthful mind: an insight into mechanics is desirable, with a touch of statistics; the quality of soils, etc., botany, the constitution of his country, *cum multis aliis*."

Were Lamb with us to-day, and were he as conversant with our course of instruction as he was with the peculiar characteristics of a "poor relation," he could extend his statement over almost as many pages as he did lines. The educational hopper has been filled to overflowing with a heterogeneous mass—some valuable, a great deal worse than useless—and the outcome has been a strange mixture of flour, bran, and dust.

The effort of scientific specialists to give their favorite studies a place in the common-school course has resulted, as did the Irishman's effort to shear the hog, in great outcry and little wool. As a rule, the teachers who have been compelled, by the requirements of the course, to devote a portion of school time to science teaching have not had "to hang clogs on the nimbleness of their own souls, that their scholars might go along with them." Instead of teaching facts, known by observation and investigation, they have generally resorted to books and have taught definitions and statements that have no vital meaning to children. If a hungry child asked for scientific bread he not infrequently received food less nutritive than scientific stones.

The statement of the editor of *The Century* that "our school system is not subject to the guidance of enlightened thought," will have force with intelligent school-patrons as long as they see the time of their children taken from the essential branches, which are now in many cases taught so poorly, and expended upon subjects which, as now usually taught, bring neither training nor knowledge.

The time has not yet come when our school course is to be pruned of its parasitic growths. These growths are to our school work what the Old Man of the Sea was to the neck of Sindbad, the sailor. Sindbad got rid of his burden in time, and our course will be relieved of its useless clogs as it has been of the object lesson incubus.

In one of our centers of educational influence, the five hundred teachers in the city schools were lately assembled to receive elementary instruction in botany from some scientific big-wig who doubtless could not successfully teach a primary school were his hope of salvation dependent upon a happy issue; and who, outside of his specialty, could

not tell "a hawk from a handsaw." Each teacher had before him a tray upon which were the following seeds, in various stages of growth: "bean, pea, corn, morning-glory, sunflower, wheat, flax, together with soaked seeds of a few other plants." The subject matter of the lecture then delivered can be better imagined than described. In itself the work was interesting, but it could not be repeated in the school-room with any desirable result without an outlay of time that could be better devoted to other effort. The account of the work done strongly impresses me with the truth so characteristically expressed by Holmes when he wrote, "Science is a first-rate piece of furniture for a man's upper chamber if he has common sense upon the ground-floor." It is not strange that a principal of a school in the city where this performance took place should say that, "the craze for oral instruction which struck us eight or ten years ago did a good deal of harm." Were teachers granted a Mathusalan age in which to labor at their vocation, and were their pupils made the recipients of their care during the age of a Shalum or a Zilpah, it might be possible to secure some good by following the methods recommended by the specialist who directed the work of the meeting. A truce to such a waste of teaching energy!

The columns of our educational periodicals are frequently crowded with "model lessons," prepared for the edification of the uninitiated teacher. From a multitude of such lessons, I select the head-lines and explanatory statement of four:

Color Lesson.—Teacher comes before the class with blocks, cards, worsteds, etc., of various colors.

Playing Store.—Having sent one scholar around with slips of paper, and another with pencils, pass a box of buttons to each child, with an assorted variety of sizes in every box.

Sea Anemone and Hydra Compared.—The essentials for the lesson are several open-mouthed candy jars, some hydras, and some anemones.

Elementary Physiology.—The class should be allowed to see a manikin during the study of the bones.

The doubting Thomas who makes bold to question where his manikin, hydras, etc., are to come from will be told to *make them* if he is unable to buy. These selections fairly represent the general method and aim of object and elementary science teaching. That it is possible to make such teaching interesting and, to a certain extent, profitable, is not questioned; but can it be justly affirmed that much of such instruction is not an unwise outlay of time? When we remember that the school life of most children is short, and that those who are daily taking final leave of school influences are entering the outer world equipped with a very meager outfit in the ability gained to read, write, cipher, and use their mother tongue correctly, does it not seem that the time of the teacher could be better employed than in assorting variously-colored buttons, gathering sand from the sea-shore, and giving high-sounding talks on anemones and hydras? The Frenchman who had tried to box the compass of humanitarian effort made a pardonable slip of the tongue when he said, "I have spent all my life in trying to be *useless*." The teacher who heedlessly follows the plans of "cranks," though they be specialists in some branches of knowledge, can, sooner or later, make truthful use of the Frenchman's language.

I am not seeking to disparage scientific studies. They have their place in our educational system, but they do not so overshadow the "three R's" in importance that the latter must give place to them. DeQuincey says that it requires much courage to forsake popular paths of knowledge, merely upon conviction that they are not favorable to the ultimate ends of knowledge. Science lessons and object lessons have not greatly conduced to the ultimate end which, I hold, should be kept in view in every scheme of primary instruction. That end may be briefly stated to be the giving the child the best and the most essential training in the shortest possible time. The hurry of a child mind over a number of unrelated subjects scatters rather than aggregates mental force. The attempt by one teacher to do all the varied work required, results in failure. Teachers in attempting to teach so much are dwarfing their own mental powers, leaving faint and easily effaced traces where they should write enduring characters, and, if conscientious in the discharge of school-room duties, are withdrawing themselves from the healthy and emollient influences of agreeable, sympathetic companionship.

It is far from my intention to lead teachers to believe that their calling does not require them to be diligent students in many directions not immediately intersecting the orbit of their school work. It is that they may thus expand their horizon of attainment that I would not have them ignore social and religious duties for wearisome study of uncongenial branches in the belief that in so doing they are, at least, sacrificing themselves

for the good of their pupils. A certain contact with, and knowledge of, the every-day life about him will give the teacher just what he needs to secure the confidence of school patrons and the respect of his pupils. The opinion of a teacher on any subject not relating to schools and books is rarely sought, or if sought it is for no other purpose, it may be, than that the querist, who is in doubt, may do just the opposite to what is advised. Is there, indeed, that time-honored connection between learning and dullness which Whipple mentions?

There is no reason why a teacher should be unerringly recognized as such by every gamin that runs along the streets of a strange city if it be not that he has made his calling conspicuous by peculiarities that a more frequent contact with his fellow-men and less proneness to "talk shop" would obliterate or conceal. A teacher can afford to be ignorant of many non-essentials if he is not lacking in native talent, in the knowledge that underlies his work, and in the ability to make the most of his surroundings. Such a teacher makes a poor rider of hobbies and his good common sense will keep him from dissipating his effort and that of his pupils in pursuit of the latest educational *ignis-fatuus*.

Much of the teaching heretofore described is a make-believe, and is designed, partly, to meet a constantly growing demand that school work be made more attractive and less laborious to the child. It is not possible to play an education into a child. If the wish of the idle boy, that he could sleep through the years of youth and wake up to find himself the possessor of a splendid education, were realized, he would enter the busy world about him destitute of real power successfully to face its trials and duties. It is the discipline gained by acquiring more than acquisition that makes the student strong for the battles of life. Two men of equal strength may not have equal powers of endurance. Training gives the athlete his muscular arm, sinewy thigh, and supple body. Training develops the sluggish brain and fills it with words that breathe and thoughts that burn. Fine natural gifts unexercised fall into decay. Mediocrity may plod its way to success over the graves of genius.

Work, discipline—those harsh-sounding words in the ears of aspiring dullness or wealthy indolence—must continue to have a place in our school-room vocabulary, without a parenthetic *obsolete* attached. Some parents' ideal school is that over which Tom Slingsby, one of Irving's characters, presided, and which is described by the author as one of the happiest and at the same time one of the most unruly in the country. Slingsby was "lord of misrule in the school and master of the revels to the village." "Never," says Irving, "was a pedagogue more liked, or less heeded, by his disciples than Slingsby."

Teachers are yielding to the idea that the school training that is not made pleasantly exciting to the pupil is abnormal. At morn, they read of the "whining school-boy, with his satchel and shining morning face, creeping like a snail unwillingly to school," and fall into a fit of the blues because they know that reluctant feet will soon come into their presence. At noon, they scan the verses of Whittier and are told of the "The feet that creeping slow to school, went storming out to playing," and, seeing in the description something familiar to their daily experience, they let their enthusiasm boomerang about the zero point the rest of the day. At eve, let these despondent teachers read the following sentence written by Holland: "I do not believe that any man ever became thoroughly industrious save under the impulsion of motives outside of the attractions of labor." After substituting "studious" for "industrious" and "study" for "labor," let them read the sentence as thus re-cast and their night's rest will be unbroken by unavailing regret.

Vain is the attempt to clothe study and work in the garments of idleness and play. As well were it to clothe Hercules in the garment stained with the life-blood of Nessus. We hear the voice of the sirens importuning us to temper our educational work to the lazy spirit that is taking fast hold upon our American youth. Let us bind ourselves to the mast of Judgment and fill our ears with words of Wisdom, that our educational bark may pass safely beyond their seductive influence. Already has our vessel been drawn too near their fatal island.

I have mistaken the direction of educational trend if we have not gone too far away from that school training which forms the basis of mental power. The teacher has become the great surmounter of difficulties in the school-room. In many cases the child mind is enervated by the teacher's withdrawing from its reach everything that would compel it to take on an active, aggressive form. It is quite the thing now to read lessons formerly deemed worthy of the pupil's patient study. To those who see these changes through hopeful spectacles, the educational millennium will dawn when pupils read,

from the blackboard, solutions of problems placed there by the teacher; when dry, tedious pouring over the pages of classic authors will give place to pleasant readings, not too long continued, from free-and-easy translations; and when all experiments and investigations in the realms of science will be made by the teacher and the results thereof communicated to the pupils by any process that will insure mental atrophy.

Now that the object lesson excitement has been allayed and the science movement is becoming less impetuous than it was, we may confidently look forward to an educational spasms in some other direction. It is apparently vain to hope that the new afflatus will drive us to bestow more attention upon such common-place branches as reading, writing, and spelling. Our educational Dogberrys seem to think that a knowledge of these subjects comes by nature. Such instruction as will gift the tongue with new power of expression; lead to greater familiarity with history and literature; build up and strengthen character; and make the human mind and the human soul redolent with the incense of truth, honor, justice, and patriotism, will not be likely to have special prominence in any new outbreak that educational effort may make. Some of these things are too visionary and ethereal to enchain the attention of the intensely practical minds that are even now active in bringing a new phase of education into the public schools.

"One sorrow never comes but brings an heir
That may succeed as his inheritor."

The cry for a training that will move the hand, strengthen the vision so that it can see new fields of wealth, and improve the ear so that it can hear more distinctly the call that our undeveloped resources make upon the energies of our people, is growing louder and stronger. The need is so pressing, we are told, that the years of child life that have heretofore been given up to the studies of the primary schools must be spent, in part, in the industrial or technical school that is to be placed along-side of every city school as soon as the new order of things is established. The history of this new "boom" will repeat the story of its predecessors. This difference, however, will be manifested. The old movements entailed no pecuniary loss upon the communities that opened their school doors to their entrance. The loss of time and the useless waste of energy were their most aggravating features. The new scheme, on the contrary, involves a large outlay of money, gathered by additional taxation, before it can go into even tentative operation.

Longfellow says: "One-half of the world must sweat and groan that the other half may dream." Are there not dreamers and visionaries in the pedagogic metes and bounds? Borrowing the language of another, to give force to my thought, I may say that in that part of our educational structure where industrial education has gained a footing, there is more flying of chaff with less outcome of wheat than on any threshing-floor in America.

Some of those who stand forth as champions of the new innovation are entitled to a fair hearing and candid treatment, for some of them have been identified with school interests many years, and have been eminently successful in their work. Their arguments, briefly stated, are as follows:

1. Well directed, intelligent industry is the basis of national prosperity and wealth. Other nations excel us in the quantity, variety, and excellence of their manufactured products; and this results from our failure to provide technical education in our schools.

2. The education that addresses itself solely to the mind of a child does not assure his future success in some useful calling but, on the contrary, oftentimes ingrafts into his mind such an utter distaste for all manual labor that he prefers any makeshift however questionable to engaging in it.

3. The training that gives skill and deftness to the hand, and makes manual labor respected is a powerful auxiliary to the maintenance of good order in a community and a potent factor in the solution of the moral question, because the disorganizing forces that threaten the well-being of the country are reinforced from the ranks of the idle and improvident.

These statements fairly, although possibly not fully, represent the views of those who take the affirmative of the question now presented.

The results of foreign educational effort, be they what they may, are no criterion by which to express judgment on any school question in this country. Foreign systems of education are complex and have other ends in view than we are likely to desire. I am not well acquainted with the workings of the industrial schools of England, Scotland, France, and Germany, but, possibly, I am as much so as the majority of those who quote

foreign authority in support of the reorganization of our schools so as to make technical instruction a part of their work. But few of the children of England and Scotland receive industrial training in the schools, and these are the children of the lower orders. The well-to-do Englishman or Scotchman knows little, and cares less, about the instruction given in the ragged, industrial, and reformatory schools of his country. American educational reformers could tell him more about the pauper schools in his vicinity than was ever dreamt of in his daily philosophy. I have conversed with those who attended the best schools of England and Scotland, and in every instance they knew the so-called technical schools but as places where the children of the pauper and vagrant classes were assembled and taught. I want better argument than the workings of the industrial schools of England and Scotland can furnish before I become a convert to the proposed new departure.

In Germany, the girls are crowded into the industrial schools at an early age in order that they may learn needle-work and become proficient house-keepers; but the boys, as a rule, are held to a rigorous mental training until they reach the age when it is deemed advisable for them to learn a trade.

Social life in Germany has no counterpart in this country, and its requirements are such as are peculiar to itself. American youth and German youth are educated for quite different purposes and this fact must not be overlooked in discussing and comparing the educational systems of the two countries. The training of German girls looks almost solely to their future as house-wives and mothers. It is not considered essential that the education of girls should extend beyond the merest rudiments of knowledge. Our plan of education, on the contrary, throws open the doors of the elementary school, the high school, and the university to both sexes alike. The result is that the higher grades of our public schools are crowded with girls while the boys are conspicuous by their absence. Without the incentive to industrial pursuits, which the technical school is claimed to foster, we see our boys hurriedly leaving the school, when its discipline and instruction have not had time to operate with desirable effect, to enter upon the activities of a business life.

We might import something of the German idea of girl education into this country with good results. The woman as the active head of a household, as one fitted for the important duties of a mother, and as the helpmeet of the husband, is a much needed factor in our domestic and social life. The home and school training of most girls does not do much, nowadays, to endow them with those traits which, in Solomon's estimation, make women far more precious than rubies. In Proverbs, the worthy wife is partly described as follows: "She seeketh wool and flax and worketh willingly with her hands. She layeth her hands to the spindle and her hands hold the distaff." Imagine, if you can, the speechless amazement of the fashionable lady of to-day to whom such ideas were seriously presented!

The white-fingered occupant of the boudoir whose time is spent in the adornment of her person, in receiving and returning fashionable calls, in rolling the tidbits of social gossip as a sweet morsel under her tongue, in attending balls, theaters, and soirees, in lavishing care and affection upon a contemptible, long-haired, weak-eyed poodle, and in fingering the ivory keys of a grand piano or turning the leaves of the last sensational novel, while husband puts brain, and sometimes conscience to the rack in his office, while Bridget runs the kitchen in her own unapproachable fashion, and while Phillis superintends the delicate operations of the nursery, has none of the proper qualifications for a wife and mother.

Facing the figure thus imperfectly sketched, we may see one of the young man who parts his hair and his name in the middle, who encases his legs in close-fitting habiliments, who ogles the ladies from some convenient post of observation, who twirls a switch of a cane between his thumb and forefinger, who pastes his hair low down over an empty forehead, who sits astride of a bicycle or makes idiotic whirls on roller skates, who is full of plots for the overthrow of female innocence, who chews fine-cut, smokes imported cigars, and drinks costly wines, who sends a ribald jest after every passing lady—surely nature never wrote anything here to give the world assurance of a man.

The gallery of human life is full of such pictures and many others taking on a darker hue and more forbidding colors.

The tendency of our age is to push too soon the child's bark away from the anchorage of home and school out upon the untried sea of life. The merest striplings are in haste to get out into the world and engage in the exciting, all-absorbing pursuit of money; and

this too before good principles have been firmly rooted, the mind enriched by accretions of useful knowledge, or physical strength to endure the wear and tear, secured. The result is that the boy finds his ideal business life shattered by the cold, obstinate realities that press upon him, and, having neither the inclination nor the training that would enable him to re-cast his first conception in a more real and practical mold, he loses heart and ceases the struggle. The ranks of these visionaries are recruited from the number of those spirited youths, as they are often called, who fret under authority and have an antipathy to honest study as great as a mad-dog is said to have to water. The parent who can not keep a self-willed lad at his books fondly hopes that a business life will supply the incentive that will drive him to something useful. A bitter disappointment is generally in store for such a parent. The boy that hurries away from the school-house to engage in some labor or business will be the one that, in all probability, will hasten from the workshop, the counter, or the office, to the more congenial associations of the street and the saloon just as soon as his lazy spirit is prodded by the requirements of his new position.

It may be urged that a course of training in which study and work are happily blended would meet just such a case as the one instanced. Not so; for the boy is generally more averse to labor than to study. Hereditary or indigenous sloth instructs the idle truant how to omit the sweet benefit of school time. Such is not wont to shake off his inherited or acquired peculiarity when brought in sight of the workshop or factory. "Study what you most affect," is good advice for him whose bent of mind and habit is in the right direction. Tom Tulliver, one of the characters in George Eliot's "Mill on the Floss," is described as a boy who throws a stone with unerring aim, but is plunged into "a state bordering on idiocy when he attempts to demonstrate the equality of two given triangles." There are many Tom Tullivers within the circle of our acquaintance. I knew college students who were justly entitled to the dunce-cap in the recitation room who won the plaudits of saloon habitués by the skill with which they handled a billiard cue or played a game of euchre. Those who "wear out their youths with shapeless idleness" become "monuments of imbecility and blank endeavor" when the realities of mature life hedge them in.

Under present school arrangements the boy in a primary grade has much time that could be given to labor. Although our school sessions do not exceed six hours per day, the boy usually leaves home early and returns late, with the full encouragement or consent of the parents who seem desirous of ridding themselves of his presence for as long a period as possible.

No plan of education, however correct in theory and intelligently followed, that the state may authorize, will ever obliterate the effects of parental mismanagement. Parents owe their children the time in which to obtain a good elementary education, and they are no less under obligation to select some fitting vocation for them when that education has been acquired.

There is no pressing necessity for effort in the direction of industrial training, and, if there were, our schools are not the place where this effort should be made. In the opinion of many intelligent persons our material interests have fully kept pace with our intellectual, social, moral, and political growth. To withdraw effort from the latter in order further to develop the former would be most disastrous.

"The true vitality of a nation," says Whipple, "is not seen in the triumphs of its industry, the extent of its conquests, or the reach of its empire; but in its intellectual dominion. Posterity passes over statistical tables of trade and population, to search out the records of the mind and heart." Of like import is the stronger language of Emerson, uttered more than forty years ago, but possibly as true to-day as it was then: "Our culture is very cheap and intelligible. Unroof any house and you shall find it. The well-being consists in having a sufficiency of coffee and toast, with a daily newspaper; a well-glazed parlor, with marbles, mirrors, and center-table; and the excitement of a few parties and a few rides in a year."

To my mind, whatever necessity may arise for technical training, there are insuperable objections to placing the workshop by the side of the public school, and dividing time and money between them. The time in which to develop mental power is now all too short by reason of early withdrawals from school. What would be the result upon the education of the future were we to devote any considerable portion of that time to technical education? The expense of the maintenance of our public school system, with its curriculum, in the higher grades, reaching to collegiate instruction, is regarded by no small number of tax-payers as needlessly large. What will be the result when workshops

are built and the tools necessary to complete their outfit are provided? One of the greatest of our educational drawbacks is the difficulty of securing trained and experienced teachers for our schools. How will that difficulty be obviated or lessened by widening the field of instruction in a direction foreign to the tastes and experiences of the teachers? Are we to have relays of teachers? What relation will our lady teachers sustain to the changed order of things? Under what obligation is a tax-payer to give the son of a mechanic an industrial education more than he is to give the son of a lawyer, a doctor, or a minister a professional education? Where is the line of demarkation to be drawn?

This training, if given at all, must be a part of the work of the elementary or primary schools, else but few will receive its supposed advantages. Prof. Huxley deprecates the attempt to introduce technical education into the lower grades of our public schools. He would have the boy under the age of thirteen give his attention exclusively to the elementary branches. A boy ought to reach the highest grade of the grammar school in his fourteenth year. If his school life stop here, he has a fair mental outfit. He is still young enough to enter upon apprentice work in any manufacturing establishment, if he desires to do so. The very fact that two-thirds of the limited number that go through the eighth year grade will never engage in any mechanical pursuit requiring special preparation is a strong argument against bringing the workshop in contact with the school at this late stage of the latter's work.

A writer, referring to the munificent bequest with which the Case School of Applied Science was endowed, pointedly says: "To our mind this is a better way of securing industrial education than to raze the present school system by the destruction of the high and normal schools and building a workshop-annex to the grammar and primary grades."

The most of those who are urging technical instruction upon the attention of boards of education know next to nothing of mechanics and industrial processes, and would need a trusty guide to keep them out of harm's way were they to enter one of our large manufactories. The greatest demand that comes from our factories and workshops is for workmen who know more of what is taught in our common schools. The owner of a large wheel factory told me recently that one of his best workmen spent the greater part of two days in trying properly to arrange some pulleys, and finally was compelled to give over the attempt from a deficiency in mathematical knowledge that should be familiar to a boy of ten.

The experience of this gentleman is doubtless that of many others. The lawyer seeks an office boy, the banker an errand boy, the civil engineer a boy assistant, and the search is often provokingly prolonged because the applicants are found to be unable to read manuscript easily, to write rapidly and legibly, and to cipher quickly and accurately. I think that the ability to do these things is a part of the *practical* education that is most needed at this time.

Prof. Adler says that boys "hopelessly inapt in all the ordinary branches of instruction" sometimes takes the lead in the workshop. He is candid enough, however, to avow that such instances are "astonishing." What is the name of that vocation in which the boy, who has passed through the grades of the common schools with "*hopeless inaptness*" tagged to him, can excel his co-workers who have made profitable use of their school days?

"My opposition to industrial training ceases as soon as the attempt to make it a part of a public school education is given over. When given in schools or shops equipped and supported by those benefitted, or by private benefactions, it has my hearty goodwill.

Something must be done to popularize work. The schools have done much; they can, in an entirely legitimate field, do more. The dignity of labor is becoming a meaningless by-word with us. Heretofore the school has stood out stoutly against idleness, and with reason: for idleness is the parent of many crimes and closely connected by blood or marriage with all the rest. The greatest evil which the mythical Pandora had in her box was the spirit of idleness which her incautious hand let fall upon the race of mortals. "In the sweat of thy face shalt thou eat bread," is not a curse but a blessing as seen through the experience of the ages.

It must not be inferred that American youth, trained however imperfectly in the public schools and in the homes of the land, form the only portion of our people who hold aloof from work. Foreigners, even those brought up in lands of compulsory school laws and clanging workshops, soon rival the native-born in finding the less exposed wing

of our working army. The immigrants who come within our borders do not need a long period of schooling in becoming adept shirks in the kitchen, field, or workshop. The bitter lessons of toil and penury learned on other soil are soon forgotten in the easy-going life which our circumstances make possible.

A German servant girl who, by her own account, was a bare-foot field hand in Baden, now, after less than two years of American life, argues with the mistress of the house whether or not sweeping the out-of-door walks is proper work for a *lady*. An Irish maid-of-all-work, who as a swine-herd of Donegal had clothing scarcely more ample than the conventional fig-leaf, becomes Americanized in less than a year to that extent that she can not answer the most importunate alarm at the door-bell without a preliminary half hour's primping before a mirror.

But, leaving this phase of the subject, a plan of introducing lessons on veterinary science and scientific agriculture into the rural schools has been seriously proposed. Herod is out-heroded at last. This is one of the most extravagant of the industrial farces that have been prepared for the educational stage. There are too many educational Moseses trying to lead the rural schools out of bondage. There are changes that ought to be made in the work of the country school, but those changes do not involve an enlargement of the course of study so much as a consolidation of schools and a better division of labor. One fact that can not be urged in favor of technical training in cities may be stated in advocacy of agricultural training in rural schools, and that is that *all* the children would be interested in and profited by it. It is asserted that such instruction would in time improve farm interests and cause the children to find contented homes on the farm instead of a precarious livelihood in the already overcrowded cities.

It must be remembered that the school life of the country boy is more uncertain and less extended than that of the city boy. If the latter, with all the advantages that the city schools offer, yet fails, as he frequently does, to get enough primary education, what will be the educational status of the former under the proposed order of things? How is the teacher, who now has twenty or more recitations daily, to find time, even though he be competent, to do intelligent work in these subjects?

The attempt to unite industrial and intellectual education in the same school is likely to result disastrously to both. As truthful a historian as Dickens was compelled reluctantly to admit that the plan had not always worked well in England. When he wrote his graphic description of the educational methods in vogue at Dotheboys Hall—a renowned school in Yorkshire, whence came many of our ideas of industrial education—he threw off his predilections in favor of Squeers's method and wrote as an unbiased historian. Possibly he died in the conviction that a head-master like that who made the Rugby school so famous could give more discipline to the minds of his pupils, if less to their bodies, than one like the proprietor of Dotheboys Hall. In this connection allow me to quote Squeers's explanation of his system to Nickleby. A philosophy class was before them at the time.

"We go upon the practical mode of teaching, Nickleby—the regular educational system. C-l-e-a-n, clean: verb active, to make bright, to scour. W-i-n, win, d-e-r, der, win-der; a casement. When a boy knows this out of a book he goes and does it. It's just the same principle as the use of the globes. B-o-t, bot, t-i-n, tin, n-e-y, ney, bottinney: noun substantiv, a knowledge of plants. When he has learned that bottinney means a knowl- of plants, he goes and knows 'em. That's our system, Nickleby; what do you think of it?" I am sure my hearers will mentally answer the query as Nickleby did. Let us make haste slowly in the matter of enlarging the scope of public school work. Our best effort is needed in other directions, perhaps in removing the useless branches of the educational tree to the end that the remainder may have a better growth and yield a richer fruitage.

How far short of a true ideal does that education come that carries with it no results save those that are open to valuation in the world's market! Ruskin speaks of men so "*practical*" that they would turn the human race into vegetables—make the earth a stable and its fruit fodder. "There are vine-dressers and husbandmen," says he, "who love the corn they grind and the grapes they crush better than the gardens of the angels upon the slopes of Eden; hewers of wood and drawers of water, who think that the wood they hew and the water they draw are better than the pine forests that cover the mountains like the shadow of God, and the great rivers that move like his eternity."

There is now too much of a disposition to deify wealth. Wealth, like charity, is made to cover a multitude of sins; while poverty is looked upon as little less than a crime.

"Wealth maketh many friends, but the poor is separated from his neighbor," is a Bible proverb that has a forceful meaning now. We do not wish to realize a national condition of which it might be truly said,

"Through tatter'd clothes small vices do appear:
Robes and furr'd gowns hide all. Plate sin with gold,
And the strong lance of justice hurtless breaks;
Arm it in rags, a pigmy's straw doth pierce it,"

or a state where, to use Goldsmith's language, "those that labor starve, and those that do nothing wear fine clothes and live in luxury." An education based upon narrow utilitarian views will foster such a condition and turn the energies of life away from those sturdy virtues which generally distinguish our people. "Whatsoever a man soweth that shall he also reap," says the apostle. We shall in due season, reap a good harvest if we give due heed to the quality of the seed sown in the school-room.

The ambition to hold high social position, to secure places of trust and power in the administration of public affairs, and to acquire riches, is not an unworthy one, but those who become absorbed in the pursuit of these are too frequently deaf to the truth of the sentiments expressed by Scotland's greatest poet when he says,

"The rank is but the guinea's stamp,
The man's the gowd for a' that,"

and adds in a subsequent verse,

"The honest man tho' e'er so poor
Is king o' men for a' that."

A more sensible and wholesome sentiment regarding labor is needed in this age of ours. In their haste to acquire riches our people sometimes forget to be honest. The plain-speaking man, quoted by Fields, said, "Work's an old-fashioned way of gittin' a livin'; it tires folks, and they don't like it." False pride causes some to shun every kind of labor that is not recognized as "genteel" by Mrs. Shoddy and her fellow parvenus. The man who labors with his hands and lives within his means is a "nobody" in the estimation of snobs. The public school did not create this evil, and the public workshop will not correct it.

The craze for money is fast becoming our national characteristic. If universal salvation falls to the lot of mortals, American representatives in the courts of heaven, like Milton's Mammon, will be known by their marked attention to the riches displayed on the golden floor beneath their feet.

Francis Trollope, an English writer, says that Americans are never heard conversing without the word *dollar* being used. She adds: "When money-getting begins, leisure ceases, and all of lore that can be acquired afterwards, is picked up from novels, magazines and newspapers."

De Tocqueville holds the mirror up to American nature when he says that the love of wealth lies at the bottom of all that the Americans do, and gives to all their passions a kind of family likeness. Monseigneur Capel said recently, in an address delivered in New York: "The worship of the golden calf is as certain a fact in your great cities as it ever was under Sinai." In "society," wealthy ignorance has no rival save titled coxcombry. The society belle seeks a husband in some wealthy "dude," some titled ass, or her father's coachman. With some, there is no marrying or giving in marriage that is not influenced by financial considerations. The misanthropic Byron injected some truth into the following couplet:

"Maidens, like moths, are ever caught by glare,
And Mammon wins his way where seraphs might despair."

Possibly Mammon's victory is partly attributable to the lamentable absence of seraphs. Holmes gives us a peep, not wholly imaginary, into the masculine heart in the following lines:

"Quoth Tom, 'Though fair her features be
It is her figure pleases me.'
'What may her figure be,' I cried.
'One hundred thousand,' he replied."

Dickens awoke our wrath when he satirized too keenly some of our national peculiarities. The English money-raker is not a more lovable character than his Yankee cousin,

Dickens says of Jonas Chuzzlewit: "The very first word he learnt to spell was *gain*, and the second, (when he got into two syllables) *money*."

Practical education, nowadays, means something that will enable its possessor to get money. Knowledge is no longer regarded as the wings wherewith we fly to heaven, but the claws wherewith we burrow into the earth in search of its glittering treasures. Money, not wisdom, is the principal thing. In social circles, in church assemblages, in caucus and convention, in legislative chambers, in courts of justice, "the learned pate ducks to the golden fool." Seemingly the aristocracy of intellect, about which so much is said by "knowledgeous" sophomores, has come to an end.

The man whose supreme purpose in life is the accumulation of riches will enter the grave a beggar, destitute of those treasures which time does not corrode or moth corrupt. In his final moments he says with Dryden:

"I am tired of waiting for this chemic gold,
Which fools us young and beggars us when old."

Or feels a pressing truth in Pope's words:

"To whom can riches give repute or trust,
Content or pleasure, but the good and just."

Study is work. Industry counts for as much with the boy in the school as with the mechanic in the shop. The evidences of brain work and hand work are seen in the best products of human skill. The same energy that pushes a boy to the front of his class will make him something more than a mere machine in the workshop. The vocations of life need earnest, intelligent workers and the public schools, as now organized and with their admitted imperfections clinging to them, are doing more to furnish them than all other agencies combined. Ignorance is not prosecuting the great enterprises of the world. Some talk and act as though they could see no relation existing between the culture of the mind and a nobler and a more useful life. Because some illiterate workman manages to keep himself and family housed, fed, and clothed, must education be regarded as unnecessary? Because some ignorant skinflint or sharper outruns his more intelligent neighbor in the race for wealth, must all give over books and study, even before infancy is passed, and become oblivious to everything else save the pursuit of money? It is ordained that man shall not live by bread alone. The higher nature must be fed with that which is more precious than rubies or fine gold. Some of the purest and sweetest enjoyments of life are those which come to us when ministering unto that higher nature which we would fain believe to be capable of infinite growth in the hereafter. Ignorance wars against all that is pure and exalted within us, degrading man, God-like in form, to the level of a beast. It is the nursery of lawlessness, the enemy of truth and justice, and the slave of debasing instincts and passions. The peace and stability of society are threatened whenever aggregated ignorance is spurred into blind fury by the goadings of scheming demagogues. A single inflammatory speech can kindle a flame that will consume the products of labor and the homes of industry. Race prejudice, clannishness, and religious fanaticism are stronger among the ignorant than among the cultured.

The illiterate affect to despise the attributes of the scholar. Time was when an ignorant parent took pride in keeping his children as ignorant as himself. The girl unable to write could not carry on a clandestine correspondence with some designing scoundrel, and the boy whose hand had been turned from the pen to the plow or hoe could not commit the crime of forgery. These parents must have been lineal descendants of the Kentish boors who followed the fortunes of the sapient Jack Cade. Shakespeare, in one of his historical plays, describes a scene characteristic, no doubt, of Cade's time. When the clerk is brought before the insurgent leader the following colloquy ensues;

Cade. "Dost thou use to write thy name, or hast thou a mark to thyself, like an honest, plain-dealing man?"

Clerk. "Sir, I thank God, I have been so well brought up that I can write my name."

All. "He hath confessed; away with him; he's a villain and a traitor."

Cade. "Away with him, I say; hang him with his pen and ink-horn about his neck."

In our day, the father who would keep his child ignorant in order to keep him honest, would not have to look in vain, as Dogberry did, for some one to write him down an ass.

There are many who find fault with the moral, or rather immoral, status of public education. The sentiment of these complainants is voiced by Prof. Swing, the eminent divine, when he says: "Our youth have more of grammar and arithmetic than integrity;

they can speak, perhaps, three languages, but they cannot tell the truth in any one of them; they understand electricity, and galvanism, and oxygen, and hydrogen, but they do not know the awful chemistry of a lie. In the place of the greatest public need, the public education comes most short."

These are nicely-constructed sentences from a grammatical and rhetorical standpoint, but they do not fairly represent the work of the public schools. Bacon says, "A mixture of a lie doth ever add pleasure," and therein must be the reason why newspaper men, with rare exceptions, find so much delight in reproducing such exaggerations in the columns of their papers. "The most mischievous liars are those who keep on the verge of truth," said a distinguished churchman. The prophet of old said of the Jews: "They will not speak the truth; they have taught their tongue to speak lies." What a promising text are these words to the bilious clergyman who wishes to emulate his Chicago brother in misstating the tendency of public school life! It would be against experience to expect such a speaker to make personal application of any word in his text to himself. Those whose hands are reaching out after holy things, and whose feet are supposed to be turned aside from the path that leads to perdition, should be free from the sin of exaggeration—to call it by no harsher name.

Says Burns: "Ev'n ministers, they ha'e been kenn'd,
In holy rapture,
A rousing whid at times to vend,
And naill't wi' Scripture."

Doubtless there are teachers who do not give the attention to the moral training of their pupils that they should, but even the most indifferent would not knowingly allow their pupils to be dishonest or to lie. The author of the stricture quoted was a teacher at one time, and I bear cheerful testimony to the fact that his teaching and example gave no one license to lie or to steal. The healthy moral influence which he exerted in the recitation room did not result from his teaching a Bible class and occasionally preaching from the pulpit of one of the village churches. Precept and example were the chief weapons with which he waged war against what was wrong. Some of those who now listen so eagerly to his eloquent words ignore much of his teaching in their every-day life. It would be unfair to charge their delinquency to the influence of his sermons, or to assert, in sweeping terms, that his church members are scoundrels and hypocrites because some are such.

King David said in his haste, "All men are liars." Prof. Swing thinks, doubtless, that had David taken more time for reflection he would have made his sentence comprehensive enough to include the women and children also. Lying is an odious vice. "Sin has many tools," says Holmes, "but a lie is the handle which fits them all." Some forms of lying are tolerated if not encouraged among children. A feeling is current that it is permissible for a boy to lie, not openly, perhaps, but indirectly, to shield a companion from the consequences of wrong-doing. A half truth is sometimes but a lie poorly disguised. There are children in every school who make a virtue of refusing to bear testimony against those guilty of the grossest offenses against decency and order, and their parents and the public applaud their course. Thackeray, in one of his essays, expresses the conviction that very few school boys are guiltless of lies which scholastic honor permit. He says: "Did I know a schoolmaster who pretended to believe in the existence of many hundred such boys in one school at one time, I would set that man down as a baby in knowledge of the world." Yet there are teachers who encourage lying by using what is called the self-reporting system. In what respect is it worse for a school boy to testify against a companion before the teacher and the school than for a man to give evidence against a fellow-man in a court before a judge and jury? The honor that is said to prevail among thieves is not the kind that ought to merit the approval of teachers and school patrons. That the public schools are responsible, wholly or in any great part, for the immorality that prevails, is an erroneous idea. There are parents who will listen approvingly to such sentiments as Prof. Swing utters and then go home and give their children a lesson in lying by writing excuses to the teacher which the children know to be false. A boy meets the superintendent of schools on the street and explains his absence from school by saying that a sick mother lies at death's door from need of the medicine which he has been sent to obtain; the teacher, unaware of the superintendent's experience, visits the boy's home and is met at the door by the boy's mother, who is the very embodiment of health, and is told that the boy had been confined to his bed all day

by severe illness. When the superintendent and teacher compare notes they are expected to bewail the immoral tendencies of public education.

Some assert the failure of the public school to teach morality, not because they can trace existing immorality to school influence, as an effect to its cause, but because the theory they hold in regard to education is that its tendency must be wrong unless it be united with religious instruction. This theory leads one party of objectors to support parochial schools and another party to hold up the old Puritan system as the ideal school organization.

The public schools, as now organized, are doing much to promote the practical morality that shows itself in worthy conduct and good works. Church schools may indoctrinate the children in certain religious faiths, but, whatever theory may say to the contrary, they have never excelled the public schools in the work of building up character, liberalizing the minds, and refining the sympathies and impulses of the children. Men of the cloth sometimes arrogate to themselves a pre-eminence of wisdom in all matters touching religion and morals. To such as these does the author before quoted address these inquiries: "Is the glory of heaven to be sung only by gentlemen in black coats? Must the truth be only expounded in gown and surplice, and out of those two vestments can nobody preach it?" Ministers are apt to look with misgiving upon a system of education in which religious instruction, as they understand and define it, does not hold the prominent place. When they come into educational gatherings they often take a rueful view of the moral status of the public school. It was doubtless after listening to a jeremiad from such a source that sturdy Ben Johnson said: "What excellent fools religion makes of men."

Were clergymen to make an occasional visit to the neighboring school they would see and hear much to weaken the conviction that all its inmates are going to the bad. Were I addressing a synod possibly I would say that the public schools are doing more for the moral training of the children of this country than all the churches and Sunday-schools combined, and the statement would, at least, come as near the truth as the charge, which some of our clerical friends make, that the public school is a place where integrity, truth, and all the virtues that ennoble life are kept in a state of abeyance.

A knowledge of creeds and an obstinate adherence to ceremony will not bring any human soul nearer to the great, loving heart of the Father. "The kingdom of God," says Paul, "is not in word but in power." "In the eye of God there is no other measure of the value of any one form than the measure of its use." God values as naught all mere outward acts of worship. His omniscient eye searches the inmost recesses of the human heart. "A broken and a contrite heart, O, God, thou wilt not despise," says Israel's singer.

It is well at times for teachers to have set before them the importance of their work as seen from a high moral standpoint. Those who leave their ministerial duties to urge teachers to familiarize themselves with the great, eternal truths of the Bible and to apply them in the training of their pupils should receive, and do receive, a hearty welcome in teachers' meetings.

Example is the open certificate which authorizes the teacher to direct the moral growth of his pupils. Says Dr. Johnson: "Example is always more efficacious than precept. A soldier is formed in war, and a painter must copy pictures." A teacher should count much as lost if days go by without something being done or said to establish correct principles in the minds of his pupils. An opportunity to do good may be forever lost if not improved to-day.

"Summer winds revive no more
Leaves strewn over earth and main,
And the sickle ne'er can reap,
The gathered grain again."

As a rule, parents who assert the failure of the schools to promote moral culture also condemn the modes of discipline employed in them. This is not strange because, often, the moral failure is asserted upon no other evidence than that moral means were not made the sole resort in the management of some unruly child. Parents are generally the first that find the griefs of their children though they be the last that find their faults. Where the faults are seen they are more often excused than corrected. The headstrong, undisciplined child enters school fully aware that he may count on parental sympathy, if not active support, if his conduct calls for reproof or correction by the teacher. Parental opinion may be formulated as follows: Don't break the child's spirit by subjecting

him to any kind of restraint. The wilfulness and turbulence of the boy will be corrected by age. It is possible to plant thorns and thistles in youth and gather grapes and figs in maturer life.

In three cases out of four where there is trouble with a pupil, in which the parent is necessarily called in, the parent dons the judicial ermine and sits in the capacity of judge and jury combined, holding the child as a state witness while the teacher or superintendent enters the criminal dock and is scarcely permitted to be heard in his own defense before sentence is passed upon him. Many teachers are poor disciplinarians and tacticians, but the larger number could give most parents valuable suggestions upon the art of governing children.

It is the belief of not a few that the reading lesson is not made so fruitful of good as it should be. This exercise is one of the most important connected with school work, not only because reading is one of the means of reaching our storehouses of knowledge, but because "of all the diversions of life none is so proper to fill up its empty spaces as the reading of useful and entertaining authors."

How one reads has much to do with what he reads. There is too much mechanical reading in our schools. The teacher stands before the class and illustrates the language that Ennius puts into the mouth of Iliona when she addresses her son:—

"Come, now, stand here and hear my words,
And once again repeat those words to me."

Such reading is not likely to impel pupils to search for useful reading out of school hours. Again, much of what is read is but imperfectly understood by the pupil. He attempts the uttering of words instead of the expression of thought.

Demosthenes said that the chief qualifications of the orator were delivery, delivery, delivery; in like manner the chief qualifications of the reader, as seen in the work of some school-rooms, might be defined to be the utterances of what Hamlet told Polonius he was reading—words, words, words. The language that Philip addressed to the eunuch, "Understandest thou what thou readest?" should come frequently from the mouth of the teacher.

"What are words without thoughts?" queries De Quincey. Denmark's king, when supplicating God's pardon for the murder of a brother, says:

"My words fly up, my thoughts remain below,
Words without thoughts never to heaven go."

St. Paul says that he was made a minister "not of the letter but of the spirit; for the letter killeth, but the spirit giveth life." Some essentials of good reading are referred to in the following sentence quoted from Nehemiah: "So they read in the book in the law of God distinctly, and gave the sense, and caused them to understand the reading." I do not seek to disparage the intelligent study of words. Language is fossil poetry, as stated by Emerson and quoted by Trench. Most words have a history and a thought buried amid their roots. Lord Chatham, it is said, was accustomed to read in Bailey's dictionary when he was preparing to speak in Parliament. "In words, contemplated singly," says Trench, "there are boundless stores of moral and historic truth, and no less of passion and imagination, laid up,—that from these, lessons of infinite worth may be derived." Such a study of words as would occupy the time and thought of a Trench, a Marsh, or a Richard Grant White is not to be undervalued or spoken of slightly. They touch mines of thought and feeling in working their way down into the buried roots of language.

The inability of many pupils to understand many words found in their school-books or used in class exercises is a great hindrance to their progress. I once gave a physiology class the following to answer: "Name three objects of respiration." One answer was, "The three objects of respiration are, man, dog, and fish."

Again, a fourth-year class in Latin was asked to define literally the following words: convenient, vinculum, diurnal, incumbent (as applied to one who holds an office) and abnegation. One young lady, joining the office-holding thought to all the words, defined as follows: "convenient, a collector; vinculum, a policeman; diurnal, a daily officer." No attempt was made to define the other words. In the case of "abnegation" no one can wonder that the young lady could trace no possible connection between the word and an office-holder.

The author of a popular history of the United States, after explaining some of the difficulties that attended the framing of a constitution acceptable to all parties, adds: "Many held out for state sovereignty, and deprecated centralization as restrictive of pop-

ular freedom and promotive of monarchical tendencies." The teacher who will close the book and ask such questions as, What is state sovereignty? What is centralization? What is popular freedom? What is meant when we speak of monarchical tendencies? will find that more than the recitation hour can be spent in necessary explanation.

The instances given may serve to illustrate the point I would emphasize, namely, that thought must be connected with what is read if the reading is to be a cultural exercise.

Another care of the teacher should be to direct, or at least influence, the pupil in what he reads outside of the school-room. This matter can not always be left to parental supervision. In some homes good reading matter is abundant; in others no evidences of such educating agencies are seen. "It will be of little use to teach children to read," said Mr. Mayo, "if they are turned over to the mercies of the dime novel, the Devil's Weekly, or the diabolical side of the daily press." Years ago Whipple wrote pertinently concerning this matter. Hear him: "This country is the only country where everybody reads. It is of much importance to know what everybody is reading. How much of this reading is ninepenny immorality, ninepenny irreligion, ninepenny stupidity, ninepenny deviltry? It might not be gratifying to the national pride of 'the most enlightened people on earth' to answer this question." Bad books, which Whipple terms the worst of curses, have multiplied many times since the foregoing sentences were written. Much promiscuous reading finds its way surreptitiously into the hands of the children and much that is next to worthless is obtained for them by careless elders. Sensational stories in which the hero is as unmitigated a scoundrel as ever dangled at a rope's end, are read by our boys with open mouths, glistening eyes, and swelling hearts. The Indian hunter whose knife is reddest with the blood of his enemies, the robber who kills the most victims and most daringly escapes the just penalty of his crimes, and the pirate who scuttles the most merchant ships and devises the most cruel tortures for the helpless crews, hold an exalted place in the regard of these fascinated readers. Our children are filling their vocabularies with words taken from this corrupting source.

If family government repress or school discipline restrict the foolish inclinations of these boys, away go some of them towards the setting sun in quest of freedom, adventure, and scalps. Their speedy and demoralized return gives new significance to the saying that one may go for wool and get shorn.

A chimerical view of things, a weakened power to discriminate between right and wrong, and a restless spirit that shows itself in chafing under the sober duties of life indicate that the corrupting influence of his reading is showing itself in the boy's life.

The sculptor chisels a form of divine beauty from the rude, unpolished stone. The expressive, life-like figure lay concealed within the marble until the skillful hand of genius bade it appear. "What sculpture is to a block of marble," says Addison, "education is to an human soul." No education will go further in molding a beautiful character than that which is derived from the reading of choice literature. The love of good reading must have an early birth. If right care is exercised it is easy to get children interested in good literature. Juvenile reading of a good character is now attainable. A small outlay will place on the family table copies of "St. Nicholas," "The Youth's Companion," and "Harper's Young People." From these the child can, in time, go to our magazines and standard literary works. Individual taste will thereafter be a safe guide. Such inanities as "Jack the Giant Killer" and "Mother Goose" should be banished once for all from the reach of children. Fairy tales are of questionable merit. A man's life will reflect his surroundings and the influences that operate upon him. Everyone should give himself the agreeable companionship that can be found in good books. A library of well-selected volumes will adorn the humblest home and bring into it influences that will be potent for good. Says Beecher: "The plainest row of books that cloth or paper ever covered is more significant of refinement than the most elaborately-carved side-board—both, if you can, but books at any rate."

In conclusion, I summarize by saying that I have endeavored to show that the teachers' efforts in the school-room are weakened by being exerted upon some subjects of secondary importance; that the introduction of industrial education, in any of its forms, into the public schools would greatly augment the cost of their support, without any compensating good; that the complaint, that the training of the public school gives a modicum of mental power at the expense of moral force, is not well-founded; that the acquisition of whatever is good and true in the realms both of mind and conscience, has a vital connection with persistent, wisely-prosecuted work, that the restraining influence of the discipline of the public school is effective in awakening and strengthening a respect for law

and order, and that, too, very often, despite demoralizing agencies at work within the pupils' homes; and that one of the most pressing needs in the matter of public education is such instruction as will arouse and stimulate thought, inspire a thirst for knowledge, and beget a love in the minds of the pupils for those things which best fill out the measure of a well-proportioned life.

PROFESSIONAL TRAINING AS A PREPARATION FOR TEACHING.



BY W. J. WHITE.

That preparation should be made for teaching is universally conceded. As to the character of the preparation, there is not so great a unanimity of opinion. Whether the preparation should involve professional training, is the subject of our inquiry to-day.

Sir William Hamilton says "there is a distinction but no opposition between theory and practice; each, to a certain extent, supposes the other; theory is dependent on practice; practice must have preceded theory."

As applied to teaching, the contemplation of the work necessarily precedes the skill in its performance; the investigation of the methods to be employed anticipate dexterity in their use; a reflective survey of the materials to be employed, their proper arrangement and classification, and a thorough organization of the forces at command are all antecedent, in the mind of the teacher, to their skillful application.

We come to the contemplation of teaching, then, as to that of any other systematized business. It is constructed upon logical principles, capable of analysis, and thoroughly comprehensible to intelligent minds. It is an occupation requiring special training, not only because it necessitates the classification of knowledge by the teacher before he can impart it, but because it demands that he be conversant with the great truths underlying the knowledge which he presents. It necessitates special training, not only because success requires adroitness and skill in its performance, but because consciousness of power is one of its indispensable elements. It needs careful attention, not only because the expert must possess acute penetration of thought and far reaching comprehension of mind, but because the employment of these intuitions in it, leads to their expansion and perfection. It should have professional training, not only because it engages the highest faculties of the mind to awaken the purest purposes of the soul, but because efficiency in it secures the ends aimed at and renders their attainment a pleasurable task.

The true teacher comes to his labor as the orator confronts his audience, conscious of an innate influence that will wield, control, restrain and inspire those before him; or with that equipoise and deliberation with which the master musician approaches his instrument, assured that every touch will produce harmony and that pleasing melody will respond to the sympathetic chords which he strikes.

If teaching is an art, are not trained and skilled artisans necessary to its employ? Can its best ends be secured and its most desirable products be wrought out unless delicate taste and sagacious manipulation be combined in its workmen? If teaching is a science, does it not demand that its laboratories be entrusted to none but scientists?

What then are the endowments which a proper exercise of the functions of this responsible office demands? Simply those which intelligence requires of the operatives in every legitimate business,—preparation for the work. Besides a liberal education, it takes three years of special study and drill, under a practical preceptor, and a careful examination upon the general principles of law, to make an indifferent attorney. Is not some training necessary to make a good teacher?

The physician, to his acknowledged scholarship, must add a familiar acquaintance with the structure and laws of the human body. must submit to special training, must be in attendance upon medical lectures at least two years, before he is permitted to assume the practice of his profession. Ought not some professional training to be required of him who has the care of both soul and body?

In the shops of the city where I reside, I find that every man who is dignified as a tradesman, a mechanic, an artisan, has earned that distinction through an apprenticeship

of toil. The material with which these work is inert, passive matter, capable of being only misshapen, and all damage having its satisfactory adjustment and compensation, in fixed valuation. How much greater the necessity for qualification on the part of him to whom is committed the mental and moral training, development and growth of the mind which is both in itself and in its progress eternal, and whose injury caused by incapable and vicious teaching is not only a lost opportunity and an irreparable mental deformity but whose evil consequences can only be computed by the revelations of eternity.

Do we go to our task as the unthinking horse rushes to battle, and yet wonder at discomfiture and defeat? Are we in our profession, "like the unstable man, driven by the winds and tossed," and yet unable to account for our barren and unproductive efforts? Do we hope for good results from our labors? If so, have we a reason to give for the faith that is within us? Shall the work prosper in our hands and we be successful in it because through patient thought and assiduous study and persistent purpose we have come into possession of those characteristics of mind and of heart which enable us to count, with reasonable certainty, upon the products of our toil? Does success in teaching come haphazard, as the prize from the fish pond, or is it the inevitable result of unalterable laws? If the former be true, then our meeting here to-day is in vain; for we come to learn the methods and processes that will lead to its realization. If the latter be true, then it is our incumbent duty to become, at once, conversant with those principles underlying the philosophy of the instruction which we seek to give.

If we would make teaching more than mere occupation, we must have a trained teaching force that will work toward a definite end—that will comprehend and appreciate, from the beginning, the true and legitimate end of teaching; a force made familiar, by a process of professional training, with a fixed, reliable, uniform method of securing the desired results—a force that shall know something of the way to call out, by exercise and discipline, so as to develop, strengthen and mature harmoniously and symmetrically, the faculties of the minds of the pupils committed to their care—a force made so familiar with the fundamental maxims of true education, with such an intelligent conception of their work, that they can indeed help their pupils to acquire knowledge.

The necessity for skilled labor in the teachers' profession is fast becoming universally recognized. There is a growing conviction in the minds of earnest, thoughtful people, that one of the great needs of the present time is trained teachers. The demand grows stronger daily for teachers who not only know, and have the ability to tell what they know, but for teachers who can teach. Wider intelligence, quicker discernment, greater acuteness of insight into character, increased resources, and more thoroughly disciplined powers, are essential to the proper fulfillment of the advanced demands of the hour, and to the intelligent and acceptable prosecution of the work required of the progressive teacher of to-day.

The acknowledged need, the advanced requirements, the elevated standard, necessitates enlarged preparation. Prudence, common interest and self protection, demand that this preparation be faithfully made.

There are two methods by which teachers may fit themselves for their employment; the one, which in the past has been generally followed, is that of experience alone; the other is through a process of professional training supplemented by experience. It is commonly conceded that there are happier and better methods of obtaining knowledge than by experience. While experience is a good teacher, it instructs by slow processes and is costly in the extreme. In this day of enlightenment and of universal knowledge, it is not only the privilege but the duty of the intelligent to learn wisdom from the experience of others. This is no less true in the department of education than in that of business, art, science, or philosophy. Were it not possible for experience to be communicated, and thus rendered serviceable to others, how dreary and desolate would be the teacher's work.

It is as certainly the duty of the teacher preparing to enter the profession to acquaint himself with the best thoughts, the most approved methods, the formulated wisdom, of those eminent in the profession who have preceded him, as it is for the pilot to learn the trackless path of the river, to make himself familiar with, and avail himself of the nautical chart prepared and constructed by the knowledge and from the observations and experience of those who before him have guided in safety the vessel now committed to his care.

It cannot be regarded as unreasonable to assume that he who proposes to practice an art should have some knowledge of its underlying principles, laws and processes. This

achievement, I maintain, is the rational result of study, of reflection, and of training. Its successful accomplishment, I think, can best be secured through organized effort. I venture the opinion that by sustained and systematic professional training, pedagogical science would be enriched, educational enthusiasm intensified, and that the practical work of the school room would embody more of the vitalized spirit of our best educational theories. I need not say that this opinion is based, not alone, nor chiefly, upon theory, but largely upon actual experiment. Already, in most of the leading cities of our own and other States, normal training schools, planted upon a solid basis, ingrafted into the system of public instruction and enshrined in the hearts of the people, are in successful operation, yielding rich returns in the increased efficiency of the instruction in the schools of those cities.

But while those localities revel in the matured judgment and enlarged experience, secured through such professional training, while they are enabled to formulate and guide to the most successful issue the skill and attainments of the teaching force of their respective schools, and thus to make rapid strides toward promoting all needed improvements, the vast number of schools lying outside of those favored vicinities still struggle on, bearing heavier burdens and grappling with greater difficulties. The evils of inexperience and the perplexities arising from the want of professional methods greatly retard their progress and reduce to a minimum their efficiency.

To adduce arguments in favor of what already exists would seem like proceeding with the trial of the prisoner who had pleaded guilty to the charge; but it is that these large and beneficent results may be more generally enjoyed, that a vastly greater number of the schools of our State may share in the advantages of this wise provision that we make our plea to-day. What direct opportunities do the public schools afford the young teachers of most of the schools of our State for making suitable preparation for assuming the great responsibility of their high calling? I answer, comparatively few, beyond what would equally fit them for the practice of medicine, the superintendence of large mechanical industries, the manipulation and control of the steam-engine; and yet, with what terror would they shrink from the responsibility of any such pursuit. Few of the cities of the State make any pretension toward the professional training of their teachers, or provide any means whereby special advantages, calculated the better to equip them for the teacher's work, might be secured. No attempt is made to acquaint those entering the profession with the science of education, its philosophy or history, or to furnish them with a comprehensive view of the broad, established and immutable truths and principles of the great problems of education. No effort is put forth to enable them to avoid the blunders, or to profit by the failures of those who, having learned only by experience, have groped their way blindly through distressing darkness, by causing them to fortify themselves with a knowledge of the occasion of such misfortunes. No systematic endeavor is made to broaden their views of life, to enlarge their horizon, to extend the scope of their mental vision along the line of pedagogical progress; in a word, there is little attempt made to have them thoroughly furnished with all that goes to promote sound judgment, ready tact, skillful decision and judicious conduct.

It is true that there is an effort made to secure, on the part of the accessions to the teachers' corps, at least an apparent knowledge of the subjects which they are required to teach. In addition to regular graduation from their respective high schools, these candidates are expected to obtain a teacher's certificate from a competent board of examiners. Of this requirement I have no words of criticism but only of commendation; but instead of making this the end of professional training I would make it the beginning of such training, and would supplement it by at least a year of purely professional study and reflection under the guidance of a teacher of acknowledged ability and skill.

I do not wish to be understood as desiring to substitute theory for experience; but rather as advocating the securing of experience through theory; the acquiring of practice under skillful experience; the learning of methods from the masters of the past. I would not deprecate the ability, skill, efficiency or superiority of those who have forced their way through labors abundant, and oft-repeated mistakes, up to prominence and honorable distinction, in the field of education, without the advantages of professional training; but I would deprecate the energies wasted, the opportunities lost, and the errors committed, that a proper preparation would have enabled them to avoid, had natural aptitude been trained to high perfection.

I would counsel the bringing of the pupil teachers into the attitude of self-tuition under guidance, and the placing at their disposal the facilities which will enable them to

develop aptitude for their work ; to possess themselves, as far as possible, of all that is orthodox in the domain of good teaching ; to obtain conscious knowledge of the methods by which the mind secures new acquisitions, and the body is best able to perform its normal functions ; to make an inventory of their resources and to demonstrate their fitness or their unfitness for the positions they seek. I would provide for their thorough training in the art of teaching, under kindly and helpful criticism, while yet the mind is free from the distracting and harrassing cares of school responsibilities.

I would zealously guard the avenues to the profession by placing high the standard of admission to the training department, and still higher the standard of graduation therefrom. I would make this department the means of discriminating between those who possess real merit and those who develop no adaptation for the teacher's work, by causing the latter to turn aside and engage in other pursuits and devote their energies to other departments of labor. I would make the former class the preferred source of supply to the teaching force of the schools.

The provision for such a department finds its endorsement and defense in the more general and more liberal endowment of the pupils with positive knowledge, systematized, methodical and definite ; with increased consciousness of power and intellectual force which would greatly accrue to the schools ; in the superseding of desultory, hap-hazard and fortuitous action, by that which is logical, specific and organized with a view to a definite end ; in the increased confidence, co-operation and cordial support of the patrons and friends of education in the community ; in the substantial progress, genuine proficiency, lofty attainments and crowning excellencies which a more cultured teaching force would enable the schools to build up for themselves "through the wise masonry of years ;" in the subordination of those untoward, yet potent influences in intellectual culture resulting from the unhealthy endowment and undisciplined powers of those who, serving as guides, are themselves too frequently entangled amid the intricate mazes of an unfamiliar way ; in the realization by each individual pupil of the highest possibilities of his school life.

Without professional training, without familiarity with professional methods, with little just appreciation of the great scheme of public instruction, with no comprehensive knowledge of the ultimate ends to be attained, of the minute relation subsisting between the parts that go to make up the symmetrical whole, fresh from the high school, young in years, untutored in life, limited in attainments, come most of the recruits to the teachers' ranks in our smaller cities.

The great duty, exacting task, and exhausting responsibility of converting this raw material into efficient, judicious, skillful teachers, and at the same time to see that exact and full justice is meted out to the pupils committed to their care, devolves upon the superintendent of the schools of those respective cities. In a word, the superintendent must do the work of the training department. He must furnish methods, processes, minutiae. He must be to them guidance, decision, reason, judgment. He must bridge over difficulties, allay troubles, supply deficiencies, unravel entanglements, harmonize discords, correct errors and parry abuses. He must fit them for the word in the work, or they, unaided and alone, must grapple with the unequal burden, groping in the darkness, struggling against fearful odds, learning only by repeated failures, hoping against hope, aimless, planless, helpless, drifting ! drifting any whither ! any whither !

Under such a regime, what, through the careless, persistent, unwearying vigils of the conscientious superintendent is now good work. would, were it not for such Argus-eyed vigilance, be but fair ; what is now but fair would be indifferent ; what is now indifferent would be chaos.

I do not argue in favor of the diminution of the superintendent's labors ; but I maintain that with suitable, proper and reasonable preliminary, professional training, the same energy expended on the part of the superintendent, would enable him to substitute passable teachers for inferior ones : to make fair ones good, good ones better, and excellent ones superior.

Of the waste, irreparable loss, to say nothing of the irremediable wrong suffered by the helpless, innocent, but unfortunate pupils, whose hapless lot it is to be the material for the mere caprices and freaks of immethodical empiricism, I need not speak in this presence. But that these faults would be largely corrected and these defects be generally remedied by a careful, systematic professional training, supplemented by judicious selections from those so trained, I fearlessly declare. My faith is strong in the ability of such training to so awaken the personality, quicken the judgment, cultivate the soul-

powers and exalt the character of the young teachers, as to greatly lessen the probability of their making either mistake or failure. I believe they would thus acquire that self-centered mental tranquillity which would furnish them complete possession of their best resources and full powers in the most critical moments, and thus change failure to success. I say systematic training, because I do not believe that the mere organization of a normal class, holding only Saturday sessions, or meeting but once a week or less, without a comprehensive plan of action, without a skilled director, without a recognized head, would fulfil the conditions in the case. What I claim for this department is a broad and solid foundation, a sure inheritance in the system of public instruction, a sufficiently liberal provision to guarantee its best possible results.

I believe there are prudential reasons, why in our smaller cities, at least, this training department should be under the same management as are the schools of those cities. Its incorporation into the public school system does much toward strengthening public confidence in it, securing for it the fostering care of the power that established it, and begetting that harmony without which its usefulness would be greatly impaired.

The sentiment is pretty generally crystalized in the minds of boards of education that something is due the pupils who have honorably completed the prescribed course of instruction in the schools under their control, and this sense of obligation secures to many of those pupils the appointment as teacher.

With the professional training school added to the public schools, its graduates filling the vacancies in the teaching force, instead of those direct from the high school, as is now provided, the same sympathetic interest would maintain and the broader culture and better fitness would be secured.

Again, the practice department of their training would bring these young teachers into familiarity with the unwritten law governing those schools. It would enable them to participate in the work of grade meetings and thus become conversant with what they must soon reduce to actual practice. It would enable them more thoroughly to master the special departments and thus become more serviceable to the schools.

I see no barrier to the consummation of this plan in many additional cities of our State, other than an insufficient conviction of its necessity in the minds of the respective boards of education, and the lack of the local sentiment demanding it. Produce the one or create the other, and the training department is at once established.

In conclusion, then, permit me to recapitulate:

I believe a necessity exists for a normal training department in connection with the public schools, in our smaller cities.

Such a department, while it would not wholly exclude all incompetent teachers, would greatly reduce their number.

It would do much toward giving the teacher's vocation rank as a learned profession.

It would furnish, to a greater degree, that culture which is begotten by the silent yet potent influence of daily contact with strong and cultivated teachers.

It would furnish to the most delicate and difficult of all the professions the pedagogic training without which it cannot attain its highest results.

DISCUSSION.

MRS. D. A. WILLIAMS:—Superintendents have sometimes been known to express a preference for their high school graduates without normal training, choosing to do their own training. The wisdom of this is to be questioned. Normal training is valuable. I am asked to define a normal school. It is a professional school—a school for the professional training of teachers.

JOHN OGDEN:—The normal school, besides being a place of preparation for the work of teaching, is a place for the study of the human powers, and a place to study the nature of knowledge.

W. D. GIBSON:—I would prefer *well trained* normal school graduates; but the fresh young high school graduate is to be preferred to the majority of graduates of so-called normal schools. Some normal graduates are mere copyists, without a knowledge of underlying principles.


A. B. JOHNSON:—This is an old subject. We have discussed it many times; but some things about it are not fully settled yet. Dr. Bicknell, last year, at Madison, said that many of our normal schools are poor apologies for training the members of an intelligent profession, and characterized much of the instruction as mischievous and subversive of

sound learning. I am myself suspicious of some of these fine-spun theories about normal training. As a school examiner, I have often felt that academic instruction is what is most needed.

J. F. LUKENS:—Superintendents, as a rule, are disposed to take the best they can get. We are glad to get well trained normal graduates, and we are glad to get teachers who have good scholarship; but we must take what we can get and do the best we can with it. We need to use all the means in our reach to strengthen and improve our teachers. That superintendent does well who utilizes all the power and skill in a corps of teachers. There is a way of giving a whole corps of teachers the benefit of whatever gain is made by any one.

Few of our boards of education can afford to establish normal schools and employ training teachers. Most of our towns employ superintendents, many of whom spend a part of their time in teaching. This tends to keep them in sympathy with their teachers and gives them the opportunity of helpfulness. If boards of education would learn the importance of retaining the same corps of teachers as long as possible, there would be a chance to gain skill and power; but when the sisters, daughters and nieces of board-members, and their neighbors' sisters, daughters and nieces crowd out the teachers of experience and skill, little progress can be made.

DEFECTS IN OUR COMPULSORY LAWS, AND REMEDIES SUGGESTED BY THE LAWS OF OTHER STATES.


BY LEROY D. BROWN.

Since the days when Nathan Guilford represented Hamilton County in the Ohio Senate, our people have believed in common schools. That belief was strengthened by the labors of Samuel Lewis, Dr. Lord, Samuel Galloway, Lorin Andrews, and others of honored memory in the annals of education, until it was imbedded in our fundamental law, where it has remained for more than thirty years, and where I hope it will remain till time shall be no more.

The constitution of Ohio requires the General Assembly to make such provisions as will secure a thorough and efficient system of common schools.

The act of March 14th, 1853, assumed by its title to provide for the re-organization, supervision and maintenance of the common schools, and that act has, on the whole, been changed so little, that it is in substance the present school code of the State.

Under that act each township became a school district, and the general features of the Akron law were applied to city and village schools. A higher standard for the examination of teachers was raised. School libraries were established, the right of local taxation was reaffirmed, and the office of State Commissioner of Common Schools was created.

The school law of 1853 marks an important era in the progress of the common school system of our State. The passage of that law stimulated educational activity in every neighborhood. That law built better school houses and developed better teachers than the people had before seen. It founded libraries in every school district, and encouraged young men and young women to adopt teaching as a profession. To cities, towns and villages it gave high schools and school supervision. Indeed, the law of 1853 has so much merit that many friends of the common schools have refused to believe that additional legislation for the improvement of these schools is necessary, or possible. "But the times are changed, and we are changed with them." Since 1853, the population of Ohio has increased from 2,000,000 to 3,500,000. Hamlets have become villages, villages have become towns, and towns have become cities. With railroads, telegraphs, telephones, and daily newspapers extending into every one of the eighty-eight counties of the State, our population is becoming urban in its character, and genuine rural life is rapidly disappearing.

It would be strange, indeed, if the Ohio school system did not require some modification to adjust it to the new order of things.

The present school law has failed to provide adequate means to secure the supervision

of rural schools, although it was clearly the purpose of the framers of that law to provide for the efficient supervision of all the Schools of the State. In Holland, it is an educational axiom that, as is the inspection, so is the school. In the cities and towns of Ohio, as is the supervision, so are the schools, and it can not be denied that in Ohio the schools in the cities and towns are vastly superior to the schools in the rural districts.

The greatest educational lesson taught us by the New Orleans Exposition was that the country schools of Ohio have been surpassed by the country schools of Indiana, Illinois, Wisconsin, Minnesota, Iowa, and other States, in which the supervision of all the schools has been secured.

Again, our school law is defective in that it does not provide for the professional training of teachers or for a uniform standard for the examination of teachers. With the present law, mere children may be certificated to teach, and it is rare that a teacher has any professional training except such as may have been gained by experience. In Ohio, there are as many standards for the examination of teachers as there are boards of examiners, and these boards are one hundred and eighty odd in number.

I have named some important defects in our school law because I believe that, with a more efficient system of common schools, there will be less need of what we call Compulsory Education.

It is an appalling fact that in 1880, 86,754 of our people could not read, and 131,847 could not write. Nor does it add to our pleasure when we learn that not one of these illiterates was under ten years of age, and that two-thirds of them were American born. With the most liberal construction that these figures will permit, it must be conceded that at least one-twentieth of the population of Ohio, over ten year of age, are without the rudiments of an elementary education.

The latest school statistics at our command will not do much to brighten this dark picture. In September, 1884, the number of youth of school age in Ohio was 1,062,295. Of these, 808,275 were not 16 years old. 762,755 was the total enrollment for the year 1883-4, and for the same year the average daily attendance was 499,217. Thus it is shown that but three-fourths of the youth of school age in Ohio are enrolled in the public schools, and only two-thirds of these, or one-half of the entire school population, are in uninterrupted attendance.

No one can travel throughout the State, even when the schools are in session, and not see many idle youth of both sexes. They swarm in the cities, they are numerous in the towns. They may be found at every railway station and at every steamboat landing. The manners of these idle youth are generally coarse and their language is impure. The newspapers contain many accounts of the depravity of children, and young criminals crowd together in penal and reformatory institutions.

That other States have a greater percentage of ignorant and vicious youth than Ohio, does not lighten the weight of responsibility upon us. Ohio has a splendid past. It is our duty to give all the powers God has bestowed upon us to make certain for our great State a splendid future.

The wise physician always seeks the true cause of his patient's illness before he applies a remedy. To speak frankly, I do not believe the time has come to enforce compulsory attendance in Ohio, except in the case of truant and vagrant children. Our first duty is to improve, to complete, to perfect our school system.

When we have secured efficient supervision for all the schools, rural as well as urban, and when we have made teaching a profession, with the entrance to that profession carefully guarded, we shall, as I believe, have fewer idle children outside of the schools, and as a consequence, we shall have fewer illiterates among our people.

The Ohio compulsory law is almost a dead letter. It requires parents and guardians to send children between the ages of eight and fourteen years, to a common school, for at least twelve weeks in each school year, six weeks of which time must be consecutive unless—

1. The child is weak bodily.
2. The child is weak mentally.
3. The child's father is indigent.
4. The child's mother is indigent.
5. The child's brother is indigent.
6. The child's sister is indigent.
7. The child is sent to a private school.

The child has already received a common school education.

9. The child resides two miles from his school house.

10. A member of a board of education, or a tax payer fails to file with the clerk of the board an affidavit setting forth the facts which constitute the offense.

As well may we expect to carry water in a sieve as hope to secure the attendance of truant and vagrant children at school by such a law. The only merit of this law is the check against the employment of unschooled children by corporations and capitalists.

Coercive school attendance is recognized in the laws of sixteen States, viz: Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Ohio, Michigan, Illinois, Wisconsin, Kansas, Nevada and California. In all these States, the law has lacked adequate provision for its enforcement. The cities of Boston and New York have, however, been able to put a truant law into execution with results highly satisfactory.

Prussia adopted the principle of compulsion as far back as the year 1742. The example of Prussia has been followed by all other European countries, except Russia, Turkey, Belgium, Holland and Portugal. Japan, after studying all the systems of public education in existence, has recently enacted a strong compulsory law.

There can be no question that the doctrine which asserts the right of the state to enforce the attendance of children at school is gaining ground in all civilized countries.

The present Governor of Louisiana, who is one of the ablest statesmen of the South, in a recent message, says: "We have a vast number of children whose parents are not only unable to send them to school, but it is to be regretted that we notice an unwillingness to do so, and many are keeping their children out of school for the small sum they get for their labor. Compulsory attendance at school should be required and legislation enacted to enforce it. That it is the duty of the state to educate its citizens into the intelligent comprehension of the duties of citizenship is undeniable."

The earnest utterance of Governor McEnery voices the sentiment not only of his own people but also of the most intelligent people in all the Southern States. Mathew Arnold in 1861, declared that neither England nor France would ever adopt compulsory education. Still we have lived to see both of these countries pass rigid laws enforcing the attendance of children at school, and what is more, putting these laws into execution.

Observation and experience lead me to the following conclusions:

1. In all civilized countries the people are in favor of common schools, preferring voluntary to compulsory attendance, but conceding the right of the state to enforce attendance when it is necessary to prevent children from growing up in ignorance and idleness.

2. In Ohio the present compulsory law is ineffective and the present system of common schools is too crude and not sufficiently developed to secure the enforcement of the attendance of children at school.

3. The public sentiment of our people is such as to make it advisable to enact a law providing for the compulsory attendance of truant and vagrant children at schools industrial in their character.

A WEEK IN MY SCHOOL-ROOMS.

BY E. B. COX.

Mr. President, Ladies and Gentlemen:—You need not wage war against what I have to say if it is not exactly new. Others have read papers before this Association, who would surely become allies of mine, for very similar reasons, and we would outnumber you. Eleven years ago, in my blissful ignorance, fresh from college, I would not have hesitated as much as I do now to favor you with advice and to volunteer information as to how almost any system of schools ought to be conducted. Please not to mistake me and think that I was dishonest, but rather let your mind run back to the time when you, too, would have rushed headlong into the network, laid in any city, and found yourself caught in the meshes of its school system, and then having floundered about and wasted your energy, the sage fisherman of the school-board would have raised the net, taken you out, looked you over, and thrown you away as worthless.

I must draw upon my whole experience and ask to be allowed to take the word week in the subject assigned me in the same sense as do the expositors of Genesis, when they say the word day refers to a period of years. "A week in my school-rooms," as teacher and superintendent has been for the last eleven years. Moreover, what I have to say, I want to present in the form of a composite picture, and not let the schools with which I am connected, nor myself as their superintendent, remain too long before the camera in the preparation of the negative.

When one assumes the superintendency of a system of schools of even a few hundred pupils and from fifteen to twenty teachers, unless he be a bigoted fool or a knave, he will

begin to reflect seriously upon his qualifications as such officer. He will put to himself the pertinent inquiry whether he is a man of more than ordinary ability and whether his experience guarantees his acceptance of the position. It will occur to him that a superintendent must be a man of great force of character. It is said of Alexander the Great, that the force of his character was so strong that it supplied the place of a written constitution for his government. So should it be with a man who supervises a system of schools. His character must be to him what the fundamental law of the land is to the government. It is that upon which he must rely rather than upon the multiplicity of rules that we see in so many school manuals and regulations. By the way, this thing of having a rule, a school statute, for all possible cases of trouble that may arise, suggests to me that there is a weakness in somebody in connection with the schools, and the probability is, that the somebody is the superintendent.

Again, the superintendent must be such a person as both teachers and pupils can look up to as a man whose integrity is above reproach, whose honesty of purpose should never be questioned, and whose reputation is unsullied. Moreover, he should be a man whose daily life and practices would mark him as a true Christian.

If nature has dealt generously with him and endowed him with rare gifts, he should also have that culture and refinement which would give him the polish and grace to appear in any social circle. He ought to have a hold on society that would enable him to mold public opinion upon educational matters. It is one of his duties to create a healthy public sentiment upon this all-important question. This can be accomplished, in a great measure, by his social intercourse among the people. While we recognize in our "government of the people and by the people" that the crystallized public sentiment which prevails is based upon truth, yet much can be done and must be done to give this a healthy tone. The false notions of those that know nothing of education except what they remember from their own school days, must be corrected. I want to suggest right here, that a superintendent ought not to put his light under a bushel, but he should let the general public know what he is doing. This can be done through the public press, and it would better come from his own pen than from somebody that does not know the whole scope of the field. How often does it happen that erroneous ideas and the falsest kind of notions prevail about some general matter, which, if the superintendent had taken the precaution to give a correct statement to the press, would never have occurred.

Again, a superintendent, by his association with the people, will come to know more accurately the public opinion. There are many practical persons in every community who have a common sense way of looking at things, and who will kindly point out faults that are the legitimate result of your system of education. No superintendent can afford to disregard what is the common conviction of a community upon these points.

It was the expressed desire of the committee when I was solicited to write this paper, that it should be "a plain, practical talk in regard to the every day routine of a superintendent's work," and I think I shall begin with his *Relation to the Board of Education*.

A superintendent's relation to his board is such, that he should be a man of keen insight into business affairs and be conversant with the ways of business men. His board of education are taken from the active walks of life, and it is with them that much of his work for the good of the schools must be done. Of course, the superintendent is present at all meetings of the board. He is there as the counsellor of his board, with well thought-out plans to suggest, and with the information about the schools that will enable him to keep his board informed in regard to affairs, so that wise legislation upon their part will be had. It is his duty to keep the board informed in regard to all matters of general interest pertaining to the schools under his charge. No one knows the defects in any system of schools better than the superintendent. He knows whether the organization is good, whether the general discipline is salutary, and whether the methods of instruction are modern, sensible, and based upon right principles. In addition to this, he should keep his board informed in regard to the school systems of other cities; wherein they differ from the one with which he is connected, how they are organized, governed and the methods of instruction used in them. Then it often happens that boards will take the necessary action, so far as legislation is concerned, but fail to carry it into effect, because of their own personal business, which absorbs all their time. The superintendent must attend to this and do a great deal of work for other people, in order to get these matters carried into active operation. He must see that his board not only legislates but that it *does* what it has decided to do.

I am not a believer in policy. We see too many men held in subjection by it. They

have no freedom nor independence. Yet there is a way in which men can be approached that will not result in awaking their antagonism. You can call it policy or good sense, it matters very little. Every superintendent should know enough to take advantage of it. He should seek the opportune times to bring important matters before his board. There are always right times for doing right things. The superintendent must have the good sense to seek the favorable opportunities and to know when to act. It would be exceedingly bad taste, for instance, for him to urge upon a board the erection of a new house, the purchase of a large bill of furniture, or the change of text books, when it would simply awaken a strong opposition, and not only the board would oppose him but probably the majority of the citizens. The superintendent must know the public pulse and be guided by it, however much he may think such a matter ought to be done. Yet he must not be indifferent in these matters and rest easy and wait for the public to demand improvements. He must be *progressive* and *aggressive* in his work, but be sure that he has public sentiment to support him. In short, a superintendent must use good common sense in everything that he does.

In contemplated radical changes, my experience leads me to suggest that the better plan is to bring the subject first before the proper committee of the board, and having enlisted them in your cause, the task is no longer a great one. All reformatory measures meet with opposition and if the committee aid you, you will be stronger in your presentation and better able to meet opposition.

There are a few things that a superintendent should not do. He should not be present at the board meeting when his own application is under consideration, but should be present when the selection of the other teachers is made. He should not persist in speaking and talking upon all questions and trivial matters that come before the board, and bore them to death by running to their places of business and everlastingly talking to them. I know of good superintendents, first-rate men, men of good judgment, excellent ideas, and withal profound scholars, that have no influence because of this besetment. Every teachers' association has them. A superintendent should not carry every little unpleasant matter to his board and thus harass them. He should be able to attend to every matter of detail and settle all cases of discipline, and settle them finally. After all, the superintendent is to serve the board of education as faithfully as he can, and see to it that he carries out their officially-expressed action; he is their agent and must do their bidding.

The superintendent is generally employed a considerable time before his term of service begins. If he is thoughtful he will endeavor to have everything ready before the opening of schools. Where he holds over from year to year, it is an excellent plan at the close of schools in June to get the committee on *buildings and school property* to make a general inspection of all buildings, including furniture, yards, fences, &c. By doing this, all repairs are attended to and everything is in readiness for the opening of school in the fall. Then the week before school opens, the superintendent should make a tour of inspection and see if the janitors have given their houses a general cleaning, scrubbing, washing of windows and furniture, and see whether the yards and outhouses are in good sanitary condition.

But boards of education do not employ superintendents for this purpose chiefly. They are competent and qualified to do these things. It is the vital and more important work of supervising the instruction of this vast army of boys and girls that are in their schools and who are soon to become the future citizens. It is for this work that boards of education employ superintendents. It is in this particular that boards realize their incompetence, their lack of qualification and general fitness. Hence they seek a man who is qualified for this work; a man who has some natural aptitude, understands the history of education and the philosophic principles underlying the science; a man who has had the training and the experience as a teacher which will make him an expert. It is to him that they delegate this great work. He is made the chief of their corps of instructors, the responsible head, to whom they shall look for results. It is the general results after all that must decide as to the efficiency of the schools in any locality; and as we look at the work done in many of our cities and towns and see the general efficiency of their public schools, we are compelled to acknowledge that in a great measure it is due to the active work of competent supervision. Better houses, better furniture, better appliances, better courses of study, and, above all, better teachers have been secured.

The superintendent, with his commission from the board and with definite and decisive plans in mind, proceeds to organize his schools.

Preceding the opening of schools is a busy time for him. There are many calls at his office. A thousand and one questions, both pertinent and impertinent, must be answered. Hundreds of trifles must be attended to, and these cannot be neglected. If there be such inclination upon his part, he should call to mind the answer the old sculptor gave to his visitor, who could not see that the artist had accomplished anything by a month's work upon a statue. But the artist pointed with pride to the luster of the eye, to the grace in the form, and the kindness in the expression of the countenance. The visitor said, these were but trifles. "*Trifles!*" said the old man, as he raised himself up in his majestic dignity, "Yes, they are only trifles, but trifles make perfection, and perfection is no trifle."

It has been our practice always to have a general teachers' meeting on the Friday before school opens. We come together after the summer's vacation feeling strong, vigorous, and ready for the year's work. This is the first meeting, and the teachers are all glad to meet and greet each other and relate the incidents and pleasures of their vacation. It is at this meeting that the general plans for the year's work are presented; all changes in the arrangement of the course of study are explained; and such general information for the opening of schools, as becomes necessary, is talked about. Teachers are requested to visit their rooms on Saturday, and see if they are ready for occupancy on Monday. I am glad to say that a great many teachers make their rooms cheerful and home like, so that the bright faces of the boys and girls are not saddened by being received into dusty, den-like rooms.

At this meeting the superintendent should, in a few earnest words, impress upon the minds of his teachers the real work at hand. To those that are simply returning to do over again another year of faithful service, there should be words to inspire them to profit by their past experience. After all, experience is our stock in trade, and if it fails to give us good returns in the way of better work, then, truly, is teaching deteriorating.

We have a corps of 31 teachers, and an enrollment of nearly 1,400 pupils. After our final examinations, and before the cards are given to the pupils, the promotions are decided upon. I find it not a difficult matter to have a personal acquaintance with every pupil; to know him, and to know his name. With this personal knowledge and in company with the teacher of the room, the roll is canvassed and the promotions are determined. First, the teacher's personal judgment is considered, then the pupil's grades are examined,—these two, with my own personal knowledge and a desire to do in every case what is the best thing for the pupil are the elements that enter into the consideration of promotions. After this has been attended to each pupil receives a card with his grades and marked *promoted* or *not promoted*.

In the fall, pupils assemble in the rooms they have occupied during the preceding year. It is at this time that the actual transfers are made. Beginning with our 8th year grades, transfers are made to the high school; then from the 7th year grades to the 8th year, and so on through all the grades in all the buildings. This can be done in a half-day, and the whole school organized and ready for work.

At the opening of schools there are many pupils to be assigned to places. These require special attention at the hands of the superintendent. He is the one to assume the responsibility of the classification of all pupils. From his records and personal knowledge those who have attended his school formerly can soon be disposed of, but the new pupils will have to be examined. To do this, so that justice will be done the pupil and the school, requires great care.

The schools are now at work. The superintendent goes forth on his mission of visiting. He should have words of encouragement and good cheer for each school. He should put himself upon friendly relations with the children, and inspire them with an earnest desire to do a year of faithful hard work.

Having made the round and reflected upon his observation, he realizes that he has teachers who are not beginning their work in a commendable way, to say the least. Some are failing to secure that order and attention necessary for their own good. Others have little conception of what to do and how to do it. In short, the superintendent will find a number of inexperienced and incompetent teachers that have had no training for the work, and little conception of what teaching is. On the other hand, he will be cheered by the fact that the majority of his teachers are earnest and competent, and have their work well in hand. Their schools to them are like the States in this great nation of ours, subordinate to the general government, yet free and independent so far as their own affairs are concerned. These teachers understand the value of a system, yet have that freedom and personality in their work that enables them to teach in the best sense of the

word. They have profited by their experience, and being prompted by a true spirit of inquiry, they have reached out and adopted methods, which, if not original, are their own.

But I must continue the narration of my routine work. As soon as possible I hold grade meetings. By bringing the teachers of only one grade together all are interested in what is said. A free discussion of the work takes place. And a superintendent who does not listen to the kind suggestions and advice of his teachers, had better resign. At these meetings work is assigned for two months, but with the understanding that the quality of the work shall never be sacrificed for quantity, nor shall the teachers be restricted to the amount assigned. This is done that there may be uniformity in results. Successful teachers give their methods and manner of teaching, but uniformity in this is not required. I have regarded it of doubtful propriety to organize these grade meetings into regular class exercises and teach the teachers. Yet one is much inclined to do so, especially, when the majority in any grade are poor in scholarship. It is better simply to discuss different methods of teaching a subject, and to point out the faults in many of the unphilosophic methods that are common. It is the superintendent's duty to do this, although it may result, in a great measure, in mere imitation by some teachers. After all, there is considerable good teaching done by just such teachers. But a presentation of good methods by the superintendent will stimulate the better class of teachers to think more carefully, to weigh more considerably their experience, and to originate better methods for themselves. If any superintendent is successful in getting his teachers to do this, he will no longer be troubled by sad doubts that the children under his general care are not receiving that training that will better fit them for life. Besides the grade meetings, which occur four or five times a year for each grade, we hold general teachers' meetings on alternate Friday afternoons, beginning at 3:45 and continuing for one hour and a quarter. At these meetings we have studied and discussed Currie's Common School Education. These general meetings also afford an opportunity to inform the teachers upon the general management and discipline of the schools, and to make such general criticisms as sometimes become necessary.

I find that this paper is growing too long, and that I have not my story of a week in my schoolrooms half told. Suffice it to say, in conclusion, that we have four written examinations each year, and that the superintendent prepares the lists of examination questions. This is a week in his office.

Again, he assumes the general control and discipline of the schools. While individual teachers are held responsible for the government of their schools, they must be sustained by the superintendent. How this can be done the limit of my time will not allow me to discuss. Neither have I time to speak of reports and the collating of statistics.

In addition to the above I have always made it a rule to teach one class in the high school. I do this for several reasons, among which are, that I may be actually teaching; that no class graduate without my personal knowledge of their attainments; and because I love to teach. Taking it all in all, the superintendent is about the busiest man with whom I am acquainted.

ADDRESS OF WELCOME.

BY W. A. DUNCAN, ESQ., SECRETARY OF THE CHAUTAUQUA ASSEMBLY.

There are welcomes and *welcomes*. Not long ago, journeying east in a railway car, I stepped to the platform at one of the principal depots, leaving my overcoat and satchel on the seat. Upon returning, I found a lady quietly taking possession of my place, remarking to her companions, "*I'm all right, girls, make yourselves at home.*" Of course, she was perfectly "welcome" to my seat, under those circumstances, and I sought a resting place across the aisle. This was *one* welcome.

Presently a gentlemen came from the other end of the car and entered into

conversation with her. She said, "I closed school only ten days ago," and then I knew she was a school teacher. She said, "I am on my way to Saratoga," and then I knew she was the N. Y. State Teachers' Association, on its way not to Chautauqua for an intellectual tonic, but to Saratoga in search of a laxative.

She continued, "I have been here only a week, and have attended six tea-parties, three concerts, two picnics, a festival, had any quantity of calls, and the loveliest rides I ever had. Don't you think that perfectly delightful?" That was *another* welcome; and such a one as we extend to the officers and teachers of the Ohio Teachers' Association. We welcome you to our groves, our beautiful lake, our Hall of Philosophy, and Museum, and best of all, to our Chancellor. We welcome you, because you by your work are intimately connected with us. There are four great educational forces or colleges in the university of the world. The home, the church, society and the school.

The child's character is moulded for good or for evil, as the best elements in these four colleges influence his child-life. Chautauqua represents the highest development of all four of these forces, and there is here a bond of sympathy for the workers in each department.

We welcome you from Ohio with especial delight because of the magnificent result of your work. A State which is known as the mother of presidents, of statesmen and of warriors, must have something in its educational system to command the respect and admiration of its neighbors. States do not by accident become mighty in the councils of a nation, whether in war or in peace. Sparta educated her children as warriors, and taught them to love the camp and the battlefield, and to believe that it was dishonor to turn their backs to the enemy; and for centuries she ruled the world.

Jewish mothers have taught for 4,000 years the simple faith of Abraham to the children, and an hundred persecutions, baptizing them with fire and with blood, have not been able to extinguish a people who cling to the faith of their childhood.

I believe in the higher education, but more than all I believe in that education which reaches the children—the public school system of our States.

There are some things which are learned in our public schools which are of as much value as the technical teaching—the influences which go out from the teacher's life and character, which make boys and girls look into teachers' faces, and seeing their manly and womanly ideals, long to reproduce in their own lives that which they so admire there, and the daily discipline of the school-room, often irksome to the scholar when passing through it, yet—if continued,—changing the restless, thoughtless boy into the careful, patient, conquering man; able to bear the trials of life, abide by its discipline, overcome its difficulties and resist its temptations.

There is one element of power in the teacher's work which cannot be ignored, and that is love—that love which makes plain things beautiful, which overlooks defects, which sees in every child in the school-room the possibilities of something good and helpful to society,—that labors unselfishly, not for the visible reward but for that reward which comes from a knowledge of the fact that we are helping to lift souls into a higher and better life, bringing them out of darkness into light, and leading them from the unlovely into the lovely.

This is your work; and because it is your work, because you bring light

and life into our homes and bless our children, we welcome you to Chautauqua, to its grounds, to our homes, and our hearts.

RESPONSE BY DR. R. W. STEVENSON, OF COLUMBUS.

In behalf of the Ohio Teachers' Association, I thank you, sir, for these generous words of hearty welcome. We appreciate them because we know you deeply sympathize with us and because you are united with us in the great work of education—that education which includes everything that elevates and refines and gives culture to body, mind, and spirit. We congratulate you as the representative of the Chautauqua Association on the remarkable success of your stupendous enterprise, and bow in acknowledgment of the help it has been to us and to Ohio teachers in the remotest and obscurest districts of our commonwealth. Teachers from all parts of our great State hail with delight and gratitude the reading circle organized under the auspices of the Chautauqua Association. We believe that your enterprise was God inspired in its conception, God-approved in its inception, and God-blessed in its influence for good.

We shall enjoy the pure and invigorating air of lake Chautauqua, and much more the literary spirit that pervades these cool groves and these temples you have erected and dedicated to art, science, literature and religion.

We used to meet at Put-in-Bay, where a different sort of spirit pervaded the atmosphere, and to catch it, it was necessary for the weaker brethren to imagine the existence of the symptoms of cholera.

As our victims—the children of Ohio are not with us, the supple branches of your beautiful trees will not be harmed by the fair hands of our lady teachers, who so skillfully train the youth of the State in the way they should go.

You see from our appearance that Ohio takes good care of her educators,—we are well fed and well clad. There is only one *Dowdy* person amongst us and you will find him upon acquaintance, if not beautiful in his exterior, like the good old lady's preacher, to have most beautiful "inards." Nor must you assail us without good cause, for we have with us one whom we may let *Loos* to defend us. He has never lost a battle, nor will he ever cease to wield his jaw-bone against the educational Philistines till all are routed with dreadful slaughter. We also carry with us a live *Cole* which sometimes kindleth so great a fire that no one can escape without *Burns*. Again, I thank you for your cordial greeting. We shall address ourselves to the work of the Association which is laid out for this meeting, most cordially inviting you to take part with us in our discussions and deliberations.

INAUGURAL ADDRESS.

BY DR. A. SCHUYLER, PRESIDENT OF THE GENERAL ASSOCIATION.

Fellow Teachers.—We have reason to congratulate ourselves on our delightful surroundings. Though we accept, with gratitude, after a year of labor, the opportunities for recreation afforded by this beautiful place, yet we are here, not chiefly for pastime, but for encouragement, for inspiration, and for professional improvement.

Let me thank you for the honor you have conferred by choosing me to preside over your deliberations. I crave your indulgence, and hope that all our proceedings may be char-

acterized by good will, and that this annual gathering may be both interesting and profitable to all who are here assembled.

This distinguished body has, on many former occasions, been addressed by able men and gifted women, on various topics of vital importance to the profession. It would seem that the list of subjects must be well nigh exhausted, and that nothing remains but to reconsider what has heretofore been discussed. Though this may, in a measure, be true, yet have not certain subjects been made more prominent than others of perhaps equal importance? An apology for this course can be found in the fact that certain things are forced upon our attention, in our daily work, by the very exigencies of our profession.

Let us, however, for a brief hour, turn aside from topics strictly professional, and study a subject interesting to all classes of society, yet one which we, as teachers, have unrivaled facilities for investigating. Permit me, therefore, to invite your attention to the consideration of the following subject:

THE SENSIBILITY, ITS PHENOMENA AND EDUCATION.

The time was, when the athlete, such as Samson, Goliath, or Hercules, was the hero. Physical perfection was worshipped. The victor at the Olympic games was more honored than he who directed the affairs of state, and his praise was sung by Pindar, in immortal verse. Later, the military commander was the hero. The man most highly honored must have the talents of a general, and be able to marshal great armies, and win victories for his state. Then the statesman and the lawgiver came to the front: then the orator, the philosopher, the poet, the historian, the artist, and the scholar. This order is not strictly successive; for all of these classes, still hold, more or less, a place in the regard of mankind. But has not the time come, when the heart is to be honored as well as the head? Physical perfection is not to be lost sight of, neither is intellectual perfection to be underrated; but is not the perfection of the sensibility, not solely in its ethical part, but in its totality, as important as that of the body, or of the intellect? Here are found powerful elements of character. Here is the inner sanctuary, the holy of holies, in which are concealed the profoundest mysteries of our being. A man is but imperfectly known, when known simply as a physical or an intellectual being. To be known as he is, he must stand revealed as to his affections and desires. Is he selfish or generous? Is he envious or magnanimous? Is he deceitful or openhearted? Is he honest or dishonest? Is he pure or is his heart a cage of unclean birds? These, and many other questions, we must be able correctly to answer, or we can not be said to know our man. He may be beautiful in person and accomplished in manners, his intellect may be clear and powerful, his imagination brilliant, his knowledge vast, and his powers of persuasion overmastering; yet if he is selfish, or mendacious, or revengeful, or dishonest, if he regards his own interests as supreme, if he hesitates not to disregard the interests and the rights of others, he is to be distrusted rather than admired, to be shunned rather than sought after.

The opportunities for the study of the phenomena of the sensibility, enjoyed by teachers, are unrivaled. Most people learn the art of concealment, if not of deception, and hesitate not to apply it in every day life; but children are commonly open-hearted, or at most, mere beginners in the art of deceit. What an opportunity is here afforded for the study of the human heart! Let me exhort you to make the most of it, by all the means at your command.

Psychologists have, with few exceptions, agreed in classifying the phenomena of the soul, as cognitions, feelings, and volitions. Some have subordinated the feelings to the cognitions, while others have subordinated the volitions to the feelings. There is, however, good reason for the ordinary classification. The sensations derived through the five senses are clearly distinguishable from the perceptions of which they are the conditions. Though knowledge is the condition of emotion, affection, or desire, yet knowledge is not emotion, nor affection, nor desire.

The word which is best adapted, as the generic term, expressive of all the phenomena of the sensibility, is *feeling*. Certain writers use the word *emotion*, thinking perhaps, that the word feeling is too vulgar, or is associated with the sensation of touch; but the word emotion is too specific; that is, it is not sufficiently generic. The sensation experienced, for example, through the sense of taste or smell, or the pain from a wound or other injury, can not, with propriety, be called an emotion, yet it is feeling. All the phenomena of the sensibility are feelings, though not all are emotions.

Before examining the feelings in detail, we shall first consider the nature of feelings in general, their qualities and laws. Feelings are agitations of the soul of which it is con-

scious. As phenomena, they are objects of consciousness, and are thus known. They embrace all those psychological phenomena not included in cognitions or volitions. In feeling, the soul is chiefly passive in the reception of the stimulus, or exciting cause; yet it is chiefly active in the response, though not voluntarily, but constitutionally or automatically active.

Feelings have peculiarities which distinguish them from one another. In addition to these characteristics, they are, for the most part, if somewhat intense, either pleasurable or painful, or if milder, agreeable or disagreeable.

Pleasure accompanies normal activity or excitement. The pleasure is, in general, most agreeable, when it involves the activity or excitement, in due degree or duration, of the greatest number of sympathetic powers or susceptibilities. The activity or excitement is excessive, when its degree of intensity is greater, or its period of duration is longer, than the organ, the power, or susceptibility can endure without injury. The activity or excitement is defective, when its degree of intensity is less, or its period of duration is shorter than the full gratification of the power or susceptibility requires. The most intense pleasures are, in general, short lived—they cannot be long endured. The soul returns, with satisfaction, to the less intense, but more prolonged enjoyments.

Pain accompanies abnormal activity or passivity. Not only does excess or defect of the activity or excitement of a power or susceptibility, in degree or duration, diminish or frustrate the pleasure attending normal activity, but it induces irregular or abnormal action, thus causing pain. Injury or lesion of any part of the body is a cause of pain, often intense and prolonged. The injury is physical, but the pain is psychical. It may be poetically described as the sympathy of the soul with the body. It calls attention to the injury, and guards against further injury, and this seems to be its purpose.

Feeling is related both to the intellect and to the will, and in a greater or less degree, usually accompanies their action. A violent agitation of the feelings is unfavorable to intellectual activity; but the zest or satisfaction accompanying normal mental action, is both an incentive to study, and an aid to success. The anticipation of agreeable or disagreeable feelings stimulates the will to choose the conditions necessary to secure the one or to avoid the other.

The feelings have their natural language by which they may be understood, such as facial expression, gesture, tone of the voice, smiling and frowning, laughing and crying.

Neither pleasure nor pain appears by itself, as an isolated phenomenon, but is always the accompaniment of some special nervous stimulus, or the activity of some power of the soul, or the affection of some susceptibility. A pleasurable feeling whose intensity exceeds a certain degree, or whose continuance is prolonged beyond a certain duration, becomes disagreeable or even painful. Variety is agreeable; monotony is disagreeable. Change from one pleasure to an equal pleasure affords satisfaction, and hence, in average cases, tends to promote enjoyment. This law is an instance of beneficence. Herein lies the value of change, in kind or degree of activity. The effect of monotony or uniformity is relieved by intermittence, as in the pleasures of the table.

Dissatisfaction is diminished or satisfaction is increased, when one finds his condition preferable to that of another; and satisfaction is diminished or dissatisfaction increased when one finds his condition inferior to that of another.

Nature accommodates itself to circumstances, as seen in the tendency to insensibility when pain is excessive or long continued. This is also seen in the quiet comfort attending customary pursuits, and the sense of loss or disquiet following the interruption of habit. The desire of novelty and the force of habit play against one another—the one arousing from lethargy, the other checking hasty expedients. This is another instance of beneficent law. Conflictive states, when simultaneous, result in discord. A sudden transition produces a shock, and whether joyous or sad, is injurious, and may even prove disastrous. Hence sudden frights should be guarded against.

The feelings, though all strictly phenomena of the soul, may be roughly classified as the physical, the vital, and the psychical. Each of these is susceptible of division and subdivision.

The physical feelings are especially related to the excitement of certain portions of the organism. They are divided into sensations, appetites, and instincts. The sensations are the accompaniments of special nervous excitements. The appetites are periodical cravings for gratification. The instincts are constitutional impulses directed to secure the good of the individual or of the race.

The vital feelings are related to the health of the system, and may be classed as the sense of rest or fatigue, of vigor or languor, and of health or sickness.

The psychical feelings are purely states of the sensibility, though incidentally related to physical states. They may, in general, be called emotions, but in certain cases, become affections or desires.

In this discussion, we shall pass, without further notice, the physical and the vital feelings, and consider those purely psychical—the emotions, the affections, and the desires.

An emotion is the agitation of the sensibility, purely psychical, though it may have physical antecedents or consequents. It may be likened to ripples on the surface of water. Affections and desires are emotions with a current. In affection, the current is directed outward to an external object; in desire, the current is directed inward to self.

Emotions of the first class are those arising from general conditions, favorable or unfavorable to enjoyment. These emotions may be grouped in pairs of opposites, as cheerfulness and dejection, self-satisfaction and self-dissatisfaction, self-complacency and self-displacency, self-congratulation and self-reproach, self-sufficiency and self-depreciation.

Cheerfulness is a state characterized by agreeable emotions of moderate intensity and indefinite duration? It is promoted by certain conditions, as good health, sanguine temperament, amiable disposition, good fortune, satisfactory social relations, encouraging prospects for the future, and the approval of good men and of God. Dejection is the opposite of cheerfulness, and is caused by contrary conditions.

Self-satisfaction is the emotion which a person feels in view of his excellencies, real or imaginary. It may arise in consideration of physical superiority—strength, agility, or beauty, or from intellectual endowments or attainments—genius, talent, knowledge, skill, or other accomplishments. Self-dissatisfaction is the emotion which a person feels in view of his defects.

Self-complacency and self-displacency are analogous to self-satisfaction and self-dissatisfaction, but have especial reference to moral considerations.

Self-congratulation or self-reproach arises in view of a deed nobly or ignobly done. Exultation or chagrin arises in view of success or failure, and hence regards the result, irrespective of the means employed.

The conditions, manifestations, and laws of these emotions, may be studied with advantage by teachers, and the discoveries made applied in promoting the happiness of their pupils. Example is contagious. Cheerfulness begets cheerfulness; also pleasant surroundings and sympathy with nature conduce to cheerfulness. A worthy character and worthy deeds cannot fail to afford the satisfaction of self-respect.

Emotions of the second class are the æsthetic. The sentiment of taste is agreeably or disagreeably affected, according as the object presented is novel or commonplace, symmetrical or deformed, harmonious or discordant, graceful or awkward, beautiful or ugly, sublime or ridiculous.

The conditions for the gratification of the pleasures of taste are readily discovered, and can be pointed out to children and may be understood and applied by them.

Beauty is found in great profusion, both in nature and in art:—in nature, through countless diversities of landscape, adorned with hill and dale, and winding stream, and silvery lake, and distant mountain range, with azure sky and floating clouds, with trees and bowers, with fields of grass and waving grain, with living forms and hum of bees, and song of birds, and merry sports of childhood; in art, in ground and dwelling, park and palace, in matchless form of sculptured marble, in speaking canvass, in the melody of the human voice, or harmony of orchestral band, in the persuasive words of eloquence, or in the divine creations of poetic power.

The æsthetic sense is susceptible, and its cultivation adds much to the enjoyment of life. The love of the beautiful affords innocent enjoyment, and tends to destroy the desire for degrading pleasures. It becomes, by cultivation, delicate and discriminating, and as a disinterested sentiment, it serves as a check to the more selfish affections and desires.

Emotions of the third class are the ethical. Moral acts involve the intellect, the sensibility and the will. The intellect discovers the right; the ethical sense feels the obligation; the will decides and executes. Man discovers that he is under moral law: that this law places him under obligation to promote the welfare of mankind; and that it is right to obey the moral law, and wrong to disobey.

Acts involving right and wrong are accompanied by three distinct classes of ethical emotions. Preceding the act, there is a sense of obligation to do the right and avoid the

wrong. Preceding, accompanying and following the act, there is a sense of responsibility for the consequences. Following the act, there is a sense of recompense—for a right act, the approval of conscience, for a wrong one, the disapproval of conscience, in a feeling of guilt or remorse.

According as the conscience is cultivated or neglected, it becomes keenly sensitive to right and wrong, or indifferent to the claims of moral obligation. Children are to be trained to proper moral habits, which are to be reinforced by right moral feelings, and fortified by correct moral principles. Opportunities should be afforded them for the exercise of the moral virtues, such as honesty, generosity, and veracity, taking care that they be guarded against a wrong decision—that, in the trial, the temptation be not too great for their strength. No hazardous experiment should be made; for as every victory strengthens moral character, so every defect weakens virtue. While our papers are filled with the details of crime too shocking to see the light of day, and our prisons are crowded with criminals, we should not be remiss in the work of moral instruction. The objects, both of the æsthetical and the ethical emotions, can be represented by the imagination, and thus become the source of good, in the absence of the objects which originally called them forth. The imagination can be made to render a great service in the work of education by creating pictures or ideals of the beautiful and the good.

The emotions thus far considered, though induced by external objects, are simply subjective agitations of the sensibility, more or less violent. They are agitations without a current, like ripples on the surface of water otherwise still; but when an emotion has a current, it becomes an affection, a desire, or an aversion. It becomes an affection, when going out to an object in love or hatred; it becomes a desire, when seeking to appropriate a loved object; it becomes an aversion, when seeking to repel an object of dislike or hatred.

Passion is violent or controlling affection or desire. Inclination is the tendency of the affections or desires to affect others, or to gratify ourselves. Disposition is the prevailing spirit or character. Propensity is the constitutional bent or proneness which gives direction to the inclinations.

The affections are divided into two classes—the benevolent affections, characterized by kindness or love, and the malevolent, characterized by dislike or hatred.

A benevolent affection is an interest in an object, an inclination toward it, an attachment to it, with a disposition to do it good. The inclination, attachment, and benevolent intention, follow naturally, yet not necessarily from the interest which the object excites. Though the benevolent affections may, in general, be characterized as love, yet they may be more definitely designated by specific names, under which they may be the more clearly discussed.

Sympathy is feeling with others as they feel. It has its origin in the social nature of man. As the music of one instrument causes another to vibrate in unison with the first, so a feeling in one person induces a fellow-feeling in another. Sympathy often becomes contagious, affecting an entire company. It is fostered by the satisfaction which we experience when our emotions harmonize with the agreeable emotions of others. It is not, however, restricted to feelings of pleasure, but is extended to those of sadness or distress. Through sympathy, we not only rejoice with those who rejoice, but weep with those who weep.

Personal experience, or at least some knowledge or conception of a feeling, and of the signs which indicate it, is a condition of sympathy. Community of interests, of circumstances or opinions, of hopes or fears, of business or profession, except in case of rivalry, tends to promote sympathy. The tendency to sympathy is checked by the press of business, by a selfish disposition or irascible temper, by avarice, ambition, or disparity in age, education, temperament, or social position. Sympathy is often the beginning of friendship or of love, and is powerful and far-reaching in its influence. The general cultivation of sympathy would check cruelty and tend to restore harmony between the various classes of society, as the rich and the poor, the capitalist and the laborer, the educated and the uneducated.

Pity, compassion, and mercy are kindred feelings, having their origin in the sympathy excited by the sufferings of others.

Pity regards its object, not only as suffering, but as weak or helpless, and hence as inferior, at least in respect to the fact that awakens pity. In regarding its object as inferior, pity is allied to contempt. The condescension implied in pity is humiliating to a high-minded sufferer. He does not wish to be pitied, though he may desire to be relieved.

The sense of humiliation in being pitied is usually obviated in some degree, at least, either by the intensity of the suffering, or by the habitual admission of inferiority. Pity is often a mere sentiment, expending itself in words, and making no effort to relieve the suffering.

Compassion is sympathy excited by misfortune, and extends to persons in all conditions, inferiors, equals, or superiors, and prompts to efforts to relieve the distress. The priest and the Levite, no doubt, felt pity for the man who fell among thieves, yet not liking the trouble of relieving his distress, they passed by on the other side; but the Good Samaritan had compassion on him, and dressed his wounds, and took him to an inn, and paid for his care.

Mercy is compassion extended to fallen enemies, or to those exposed to suffering for demerit, by one who has the means of vengeance, or the power to remit or mitigate the penalty. Pity may be shown where justice forbids mercy, and compassion may soften the rigor of the penalty.

Thankfulness and gratitude are also kindred feelings, called forth by benefits received. Thankfulness is a sense of the kindness, and a readiness to acknowledge it in words, or other appropriate signs; but gratitude is not only thankfulness for kindness, but is also esteem for the benefactor and a disposition to make suitable returns. The form of thankfulness may be employed when gratitude is not felt. It often happens that a profusion of thanks is offered by one whose conduct afterwards proves him to be ungrateful. Regarding mere thankfulness as an imperfect return for benefits received, gratitude seeks to make more adequate returns in appropriate deeds. The common sentiment of mankind approves of thankfulness, but demands gratitude. Unthankfulness is regarded as a breach of etiquette; but ingratitude is branded as a moral baseness.

Esteem and friendship are feelings of regard called out in view of excellencies, real or supposed, in the character of another. Esteem is regard for good qualities, but does not necessarily imply intimacy or reciprocal regard. Friendship implies intimate acquaintance and mutual attachment. The test of friendship is fidelity in adversity as well as in prosperity, and nothing can break it but the discovery of unworthiness in one of the parties; and even then, the one who proves unworthy will always be regarded by the other with a melancholy interest.

Self-love is the regard which a person has for himself. It is that form of love in which the subject and the object are identical. It may be either due or undue.

Due self-love, or self-respect, leads one not only to guard against danger and to promote his personal happiness, but it restrains him from whatever is unworthy or debasing. We are at liberty to promote our own interests, provided, in doing so, we do not disregard the interests or the rights of others.

Undue self-love, or selfishness, seeks the gratification of self, regardless of the rights or the interests of others. It assumes several forms: It is egotism when it seeks to make self conspicuous, and obtrudes the great *I* whenever it can find or make an opportunity. It is haughtiness, when it looks down with contempt upon others whom it regards as inferior. It is pride, when it exalts self, and glories in its own importance or achievements. It is selfish ambition, when, for personal distinction, it seeks for ecclesiastical, political, or military power, regardless of the interests, rights, or liberties of others. These affections, though prompted by the love of self, and not by the hatred of others, lead to injustice, and have the effect of the malevolent affections.

The difference between right and wrong is thus sometimes a difference in degree, as the due or the undue, or in the application of a principle. Who does not admire self-respect and the dignity it confers? Who does not despise selfishness, and feel indignant at the wrongs it occasions?

The domestic affections, including conjugal, parental, filial, and fraternal love, constitute a beautiful group by themselves. They are the source of the dearest joys, as well as the profoundest sorrows of life. These affections are most powerful impulses to action. What will a person not do for the one he loves? In the domestic affections we find the key to many actions otherwise inexplicable. But how great are their capabilities for evil as well as for good! How little discretion is shown in forming alliances which ought to be as lasting as life, or how inconsiderate the conduct after marriage, is seen in the numerous applications for divorce. Good sense before engagement, and unselfishness and thoughtful kindness after marriage, would correct a large share of these evils. In true love, the passionate ardor of youth yields gradually to an ever-growing mutual good will, while self-sacrifice and reciprocal kindness strengthen the bond of affection and develop

the sterling virtues and the beautiful graces of genuine character. Parental and filial love are reciprocal in their action, and, together with fraternal love, complete the domestic affections.

The love of home is closely associated with the love of kindred. It is a worthy sentiment, and leads to the adornment of home, and the cultivation of taste and the amenities of life.

The love of country, or patriotism, is the natural outgrowth of the love of home. It is a noble sentiment, and makes the good citizen, and insures the well-being of the state. We herein discover the close relationship subsisting between the domestic virtues and national prosperity. Family, home, and country are words that stir the heart and prompt to noblest deeds. A diminution of the domestic virtues is the beginning of national decay.

Philanthropy is the love of mankind. It is a broad and generous sentiment, neither bounded by state lines nor restricted by language or race. It is the power which moves a Howard, a Wilberforce and a Florence Nightingale to deeds of love, and gives them a place in the hearts of mankind.

Piety is the love for God. It is a complex affection involving reverence, or profound respect for the Divine character, adoration, or worship of him as supreme, gratitude for mercies and blessings received, and trust for safety under His protecting providence. Love to God prompts to obedience to the divine law, inspires love to man, and stimulates every noble sentiment.

The malevolent affections are characterized by dislike or hatred. In this respect, they are the opposite of the benevolent affections, which are characterized by kindness or love. A malevolent affection, as a feeling of resentment, is awakened by an object which disagreeably affects us. The most favorable view that can be taken of them is that they serve the purpose of inciting to prompt action in case of sudden personal danger, and that they lead to the detection and punishment of crime, and thus tend to the protection of society. More frequently, however, they are suffered to control action, when they should themselves be controlled by reason, and thus they become the occasion of great evil.

Dislike and antipathy are kindred feelings—dislike is stronger than indifference, and is felt towards an object which affects us disagreeably; antipathy is not merely the want of sympathy, but positive discord or antagonism. Dislike may arise from superficial reasons or accidental circumstances; but antipathy is more deeply seated, and in certain cases, is constitutional.

Contempt, scorn, disdain, haughtiness and arrogance, are feelings alike in their general characteristics, but differing somewhat in their conditions and manifestations.

Contempt is the dislike and disapprobation felt towards those regarded as base. It naturally seeks to brand its object with some expression of its feeling; but it is not inconsistent with the hope that the obloquy thus cast upon the person may cause a reaction of his moral nature, which may lead to reformation. A person despised as beneath contempt is regarded as hopelessly lost to all that is good.

Scorn is the feeling which leads to the rejection of something proffered as unworthy of our acceptance. Contempt implies that something is bad in itself; scorn that it is not good enough for us. The one is based on the bad qualities supposed to be in the object; the other on the good qualities supposed to be in ourselves.

Disdain is the feeling entertained towards those despised as unworthy of consideration. Haughtiness is the effect of pride, and leads to the feelings of disdain for those regarded as inferior, and to an indifference alike to their praise or censure. Arrogance is a compound of pride and vanity, and manifests itself in pretensions to superiority, and demands for deference. A haughty person treats with disdain those regarded as destitute of distinction. An arrogant person makes lofty pretensions, claims superiority, and exacts deference from those regarded as inferiors. The pride of the arrogant would lead to disdain, if vanity did not covet praise. Vanity modifies pride and excludes disdain; but pride makes vanity arrogant. These feelings greatly need to be restrained by good sense, and to be modified by benevolence.

Envy and jealousy are kindred malevolent affections—envy is excited by the superiority or the success of others, and jealousy by the fear that another may deprive us of what we possess or desire. The envious person, reminded of his own inferiority, by the superiority of another, or of his own failure, by the success of another, resents it, by attempting to lower him in the estimation of others, by detraction, insinuation, or slander. Envy is always base and degrading, and is without justification or palliation. The true

remedy for envy is to bring oneself up, and not to bring a superior down. There would be little or no occasion for envy, if each one would, as far as possible, develop all the possibilities of good found in himself.

Envy is excited by the success or superiority of another, when it simply reveals, but does not cause our own failures or inferiority; but jealousy is aroused, when the success of another is believed to sustain to our defeat the relation of cause to effect. Superiors excite envy; supplanters, jealousy. The typical case of jealousy is that of a lover who fears that a rival will supplant him in the affections of the one he loves. The more ardent the love, the more violent the jealousy; and the person finds himself distracted by the conflicting feelings of hope and fear, love and hatred.

"Thy numbers, Jealousy, to nought were fixed,
Sad proof of thy distressful state!
Of differing themes the veering song was mixed;
And now it courted love, now raving called on hate."

Of the two affections, envy and jealousy, envy is the more censurable. Jealousy seems to have some excuse, since a rival may be the cause of our own failure; but envy is without excuse; it corrodes the soul, and should be banished as quickly as possible.

Teachers have great facilities for studying the passions of envy and jealousy, and favorable opportunities for restraining them and for cultivating the virtues of generosity and magnanimity.

The final group of the malevolent affections consists of malice, resentment, hatred, anger, wrath, rage, fury, and revenge. These are chiefly degrees and varieties of the same affection.

Malice is ill-will cherished towards others, inciting to evil acts, or premeditating injury. It may begin with dislike, prejudice, or injury received; but it indicates a bad disposition or a wicked heart, and is without justification. Malice should never be cherished or permitted to remain in the heart.

Resentment is the reaction of feeling in response to an affront to ourselves or to our friends. It is aggravated by pride and vanity, or by dislike, prejudice, or malice, and seeks redress in some form of retaliation. Resentment, implying malice, is to be distinguished from righteous indignation, which is the feeling awakened by the unjust or atrocious conduct of others. Indignation springs from a sense of honor, and when exempt from selfish personality, is devoid of malice, and not irreconcilable with a benevolent disposition.

Hatred is cherished ill-will. It broods over wrongs, takes time for consideration, prolongs resentment, and, perhaps, plots revenge. Hatred between individuals naturally leads to feuds between families or clans.

Anger is sudden and strong resentment. It is often accompanied by intense excitement, and manifests itself in deeds of violence. It is usually of short duration; its very intensity forbids its continuance. It may, by sudden provocation, be aroused in hearts devoid of malice; but it is unsafe to be subject to its control, since it may lead to deeds which no repentance can remedy, and which may be the lasting regret of our lives. Wrath is heightened anger, felt by a superior towards an offending inferior. It may be simply displeasure, or righteous indignation, devoid of malice, felt towards the guilty, as the wrath of God; but when provoked by personal injury, it becomes, if involving malice, haughty vindictiveness, dangerous or destructive to its object.

Rage is an ebullition of anger, breaking out in violent demonstrations of resentment. Fury is excessive rage, lashing the soul to a pitch of excitement beyond the control of reason.

Revenge is deep-seated hatred, seeking retaliation for injuries received. Not satisfied with the retribution visited upon the offender by civil or divine justice, it takes upon itself the work of redress, and returns evil for evil, with interest compounded.

The malevolent affections show the evils lurking in the human heart, and its need of renovation and subjection to reason and conscience. It is easy to love our friends, but how difficult is it to love our enemies! "He that ruleth his spirit, is greater than he that taketh a city."

Desire is a craving for a supposed good not in possession. It seeks to bring in the desired object to self, for the sake of the gratification it affords. Aversion is negative desire; that is, a desire to be rid of a supposed evil. It seeks to repel the object of aversion from self, for the sake of avoiding the disagreeable consequences which follow from its presence.

We have seen that an affection is an emotion with a current going out to an object in love or hatred. Love begets desire; hatred, aversion. The object of desire pleases; the object of aversion displeases. Desire attracts, aversion repels. In desire, there is a supposed good not in possession, an interest in that good, or an affection for it, and a craving for its possession. In aversion, there is a supposed evil, a dislike for it, and a disposition to repel it.

There are three general classes of desires and aversions—desire for happiness, for perfection, and for usefulness; and aversion to misery, to imperfection, and to uselessness.

Desire for happiness and aversion to misery are native to the human heart, and are therefore universal. Man desires not only pleasure, the gratification of a passing hour, but lasting happiness—continued rational enjoyment, which involves the desire for immortality. Happiness springs from such exertions of our active powers, or from such emotions of our passive susceptibilities, as are in accordance with the laws of our being. Obedience to law is a condition of happiness; but a knowledge of law is a condition of obedience, and therefore a condition of happiness.

A desire for happiness naturally leads to a desire for those things which confer happiness. They are desired as means to an end. Likewise an aversion to misery leads to an aversion to whatever is a cause of misery.

Conflicting motives often strive for the mastery. Perverted appetite, inherited or acquired, frequently craves immediate gratification, when reason declares that the gratification is neither practically expedient nor morally right. In all such cases, the law of happiness requires that appetite be subject to reason; that is, the lower motive is to be governed by the higher. A thief may, perhaps, get some gratification from the property stolen, but he has to carry a burden on his conscience all his days. His gratification costs too much. In the long run, it never pays to do wrong. The highest happiness is that which comes from the consciousness of rectitude, and this happiness is within the reach of all, without distinction.

A desire for perfection and an aversion to imperfection are natural to man and are, therefore, legitimate, when not selfishly pursued at the expense of others. Perfection is either physical, intellectual, or moral, each contributing to the others, and all being essential to the perfection of man.

Physical perfection, embracing health, strength, agility, and beauty, is rather an ideal towards which some approach can be made, than an end which can be definitely attained. A desire for physical perfection tends to guard life, and to preserve health and beauty. It prompts to the observance of the physical laws, in exercise and rest, in food and drink, in pure air and proper clothing, and in cleanliness of person and healthful surroundings. Physical well being is favorable to intellectual and moral perfection, and contributes essentially to happiness.

Intellectual perfection, consisting in the symmetrical development and complete control of our mental powers, is a lofty ideal which can be approximated, though never reached; but the desire for the attainment of this ideal is an incentive for assiduous culture. The acquisition of knowledge is a means of intellectual cultivation, especially the knowledge of scientific laws and philosophic principles, rather than a knowledge of isolated and unimportant facts. Is it not true that, at the present time, too great relative importance is attached to a knowledge of disconnected facts? A person may be ignorant of the name or location of some small river in an obscure quarter of the globe, or of the date of an unimportant event in history, without any compromise of his intellectual ability; but he would hardly be excusable for illogical reasoning or for a misapprehension of fundamental principles.

Moral perfection should be the desire and the purpose of every rational being. Though there will, perhaps, be failures in practice, yet the right intent of heart, the benevolent purpose, should never be wanting. The common saying that, "If I err, it is a mistake of the head, but not a fault of the heart," shows that, in popular estimation, a person may be right at heart, and yet, through ignorance, fall in practical application. The test of moral perfection is a severe one. There is no better regulative precept than the golden rule: "Whatsoever ye would that men should do unto you, do ye likewise unto them." It is easy to love our friends, but how high the attainment, when we love our enemies, and do good to them that hate us!

A desire for usefulness, or an aversion to uselessness, grows out of man's social nature, and is legitimate and praiseworthy. It leads to thoughtful plans and noble deeds. It builds asylums for the unfortunate, endows colleges in which minds are trained for

usefulness, and goes on missions of love to those who are in ignorance and sin. It is the hope of the world.

The desires for knowledge, for wealth, and for superiority or notoriety, and the corresponding aversions to ignorance, to poverty, and inferiority or obscurity, are well-nigh universal.

The desire for knowledge is more than a vulgar curiosity, a desire for novelty; for it embraces the wide field of science, literature and art, also the professional commercial, mechanical, and agricultural pursuits. The desire for knowledge is closely related to that for intellectual perfection. It arises from the utility of knowledge, from the constitution of the intellectual powers, from the scope for activity which the pursuit of knowledge affords, from the pleasure which the pursuit and acquisition bring, and from the distinction which the possession of knowledge confers. This desire usually assumes certain specific forms, as the desire for a knowledge of a certain science, art, language, or profession. Partaking, in early life, the character of curiosity, it seeks, in later life, for the practical, and, in some cases, for the speculative, and the universal. Aversion to ignorance is the necessary counterpart of the desire for knowledge, augmented also by the consideration of the disabilities attending ignorance.

The desire for wealth is natural, and, within certain limitations, useful and commendable. It checks vice, promotes industry, and fosters the useful sciences and arts. The pursuit of wealth affords pleasure in the activity which it calls forth; and the possession gratifies the desire for its acquisition, affords the means for the gratification of other desires, confers the dignity of independence and social distinction, and supplies the means for promoting the welfare of society. Avarice, or undue desire for wealth, induces anxious care and slavish toil, begets covetousness, or desire for the property of others, and culminates in mammon worship or miserly wretchedness. Aversion to poverty, the necessary consequence of a desire for wealth, is strengthened by the knowledge of the evils of poverty.

Ambition, the desire for power or fame, is a native and powerful impulse to action. The ambition to be wise, and good, and useful is a laudable virtue; but selfish ambition is a vulgar vice, detestable in itself and dangerous to society. The desire for the approval of the wise and good, coupled with an effort to merit that approval, leads to worthy achievement; but vanity, the undue desire of praise, is a weakness which is usually exhibited by those devoid of merit. Coupled with untruthfulness, it leads to deceit or hypocrisy. Pride desires power; vanity, praise. Pride elevates us in our own estimation; vanity seeks for elevation in the estimation of others. Mortification is wounded vanity; it is not self-reproach for moral delinquency, but the shame that accompanies the fear of ridicule for our blunders, failures, or breach of etiquette. Aversion to inferiority or obscurity is the counterpart of ambition, or desire of power or fame.

Hope and fear are compound feelings, related, though opposite. They agree in the common element of expectation, which varies with the probability of the expected event, as intellectually apprehended. They differ in the element combined with expectation, which is desire, in case of hope, but aversion, in case of fear.

Hope, then, is the desire felt for expected good; but fear is the aversion felt towards expected evil. Both look to the future. The elements of hope,—desire and expectation,—vary in relative strength in different cases; so do the elements of fear,—aversion and expectation. The common element, expectation, is intellectual; the element of desire in hope, or aversion in fear, is emotional. If the emotional element of desire in hope, and of aversion in fear, diminish, these feelings approach pure expectation, which varies with the probability, as intellectually apprehended, and hope and fear change from opposite emotion to intellectual expectations, and become identical. If the intellectual element, expectation, in hope and fear diminish, they approach the opposite emotions of desire and aversion. If both elements are strong, we have, on the one hand, joyful hope, and on the other the dread of impending evil. Hope is exhilarating; it gives strength and elasticity of spirit, and patience and power of endurance. Fear is depressing, though sometimes it leads to powerful efforts to avert an impending calamity, especially if combined with resentment.

Faith is confidence in a person or thing from which we hope to realize some object of desire. The object of hope is some form of good; but the object of faith is that which is regarded as a source of good. Trust is the committal of an interest to an object of faith.

Anxiety is a form of fear in which the evil to be avoided is rather possible and uncertain than probable and expected. It feels the possibility of danger, and, as a feeling, it

may be prolonged indefinitely. Though occasioned by external conditions, it is aggravated by an excitable temperament, and leading to worry and nervousness, is unfavorable to health.

Apprehension is occasioned by a stronger probability of evil than anxiety. It anticipates danger. Alarm is excited by sudden danger. Dread is the fear of impending calamity. Terror is paralyzing fear. Horror is sympathetic terror induced by the sudden danger or calamity of others. Despair is the absence of all hope of deliverance from actual or threatened evil. It may result in complete inactivity, or as sometimes in war, it may exhibit prodigious effort known as the courage of despair.

By some Psychologists, the desires and aversions have been classed with the volitions, and regarded as phenomena of the will; but a craving for a good, or a repugnance for an evil, is emotional rather than voluntary. They are, no doubt, closely connected with the volitions. They are motives of volition, and together with the affections, are the most powerful springs of action, whether their objects are actually present, or are represented by the imagination. A volition is a decision to act, and when prompted by reason and conscience, is often made contrary to the solicitations of desire or affection, and denies them gratification.

It may be thought that the affections and desires are passively determined; that they are automatic in their action; and that, being unavoidable, we are not responsible for their manifestations.

Thus, Spinoza says, "If we imagine that we are hated by another, without having given him any cause for it, we shall hate him in return." This is, perhaps, the natural tendency, but it is not inevitable; for, if we have reached that high ethical attainment of love for our enemies, we will not hate him, but wish him well, and do him good, as we have opportunity. The geometrical method, employed by Spinoza, is not the best method for psychological study. We must employ observation, external and internal, reflection, rational intuition, experiment, generalization, in short, all the means at our command.

The feelings are determined by conditions, and these conditions are largely under our own control, since they are intellectually apprehended, and can be contemplated at will. By voluntarily directing our thoughts to the conditions of emotions, affections, and desires, we have to a great degree, the control of these feelings themselves.

Seeing or imagining beautiful objects, awakens agreeable æsthetic emotions. Thinking of acts of injustice arouses the feeling of indignation. The memory of benefits conferred by a friend, calls forth the emotion of gratitude. Though feelings are modified by counter feelings, or restrained by the direct effort of the will, yet the most effective mode of controlling feeling, is by controlling the conditions of feeling, the most important of which are thoughts. What then shall we think about? I can give no better answer than that given by Holy Writ: "Whatsoever things are true, whatsoever things are honorable, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, if there be any praise, think on these things."

WILL-TRAINING.

BY B. A. HINSDALE.

The general acceptance of the current division of the mind dates from the year 1790, when Kant, in the "Critique of the Judgment," gave it the sanction of his high authority. Since that time most psychologists have made the Kantian trichotomy the starting-point for psychological investigations. But, while thus agreeing in making the Intellect, the Sensibility, and the Will the dividing members of the mind, they do not agree in the accounts that they give of those members. They agree that there is a knowing faculty, but do not agree concerning the nature and origin of certain kinds of knowledge; they agree that there is a feeling faculty, but do not agree as to the nature and varieties of feeling; they agree that there is a willing faculty, but, if possible, disagree even more widely touching the will. Into these controversies concerning the nature of the will, I shall not enter; but shall content myself with stating what, as a general proposition, will scarcely be disputed, viz: The will is the power that the mind has of deciding what it will do, and of

carrying its decisions into effect. Accordingly, the will involves both decision and volition, an elective and a conative power, and is, in consequence, the pre-eminently active power of the mind.

The relations of the will to knowledge and feeling are numerous and important. First, the mind cannot assert itself with marked power and effect in more than one direction at the same time. Thus, vigorous, practical action is incompatible with that mental state which is essential to nice observation, careful experiment, and close reasoning. Again, vigorous, practical action is incompatible with strong excitement of the sensibility. To the popular mind, the man of action is the opposite of the man of reflection; but he is as much the opposite of the man of feeling. In fact, a decided predominance of any one faculty determines a type of character. Secondly, the will is dependent on both the intellect and the sensibility; knowledge and feeling must precede choice. This is fully shown in two examples given by Mr. Sully, that I here abridge:—A boy sees a flower growing on the wall above his head; the sight of the flower calls up to his mind a representation of the pleasure of smelling it or of carrying it in his button-hole; the desire thus aroused leads first to a determination to possess the flower, and secondly to the appropriate action to carry out the choice; the boy raises his body, stretches out his hand and plucks the flower from the wall. Again, a girl who is playing in the garden suddenly feels heavy drops of rain and hears the mutterings of thunder; this cognitive act is followed by a representation of the disagreeable results of a wetting; and this agitation of the sensibility is followed by a quick retreat to the house. The two examples differ only in this—the one involves pleasant and the other unpleasant feeling. But, thirdly, while certain subjects sometimes automatically "command" the attention of the mind, the will also "commands" the mind and "fixes" its power on subjects of its own choosing. Then, in the fourth place, while some subjects, or an incident or story, spontaneously "seize" the sensibility and arouse feeling, the will compels the mind to "dwell" on other subjects until feeling is aroused and accumulated. The automatic and spontaneous elements of the human mind have much to do with man's mental life and history; but the mind has never distinguished itself, in the highest degree, in any field of action, but it has been energized by a vigorous will. Whether we consider Newton in science, Niebuhr in history and classical learning, Angelo in art, Howard in philanthropy, Bismarck in politics, Sir Thomas Brassey in business, or Grant in war,—success depends quite as much on singleness of aim and steadiness of purpose as on insight or an original impulse. While great men of affairs, as statesmen, soldiers, and captains of industry, are strong in certain intellectual faculties, they are particularly marked by the ascendancy of the will. The statue of Prince Bismarck that stood before the "Annex" to the Art Hall at Philadelphia, in 1876, was congealed resolution, solidified purpose. "Unstable as water, thou shalt not excel," "children, tossed to and fro, and carried about with every wind of doctrine," are vigorous scripture descriptions of fickle and unsuccessful types of character. The apparent exceptions to this reasoning only confirm the reasoning. Great men are often weak in will on some side, as Bacon was on the moral side; but there must be high purpose in what makes the man great. Moreover, while powers, ill-regulated and working more or less at random, may achieve occasional successes, they do not achieve success. Coleridge, whom James Russell Lowell, in Westminster Abbey, has lately called the most striking example in literature of a great genius given in trust to a nerveless will and a fitful purpose, wrote some great poems; but Coleridge, after all, compared with what he might have been as thinker and man of letters, was a failure. But it is in morals and in conduct that potency and impotency of will are of most concern. Good lives may flow from intellectual insight, sound moral habits, equable emotions, healthful appetites and desires; but the best lives have their highest source in conscious choice and intelligent volition. Moreover, immorality is often traceable to bad habits formed in early life, to ignorance, or to a disproportionate development of appetites, desires or emotions; but the larger number of immoralities is due to defects of will.

On the whole, looking over the field of human life and analyzing its vast and varied phenomena, we can hardly exaggerate the failures, the unhappiness, the misery, and the wickedness that originate in defective wills,—defective by nature or by training, or by both nature and training. Accordingly, no student of the mind and of society worth regarding is likely to question the statement of Dr. Morill: "The education of the will is really of far greater importance, as shaping the destiny of the individual, than that of the intellect."

In discussing the training of any faculty, the first great practical question that con-

fronts us is, What is the end at which we aim? The will comprehends choice and volition; manifestly, then, a well trained will is one that can, when informed by knowledge and stimulated by feeling, decide promptly and execute vigorously along several, I will not say *all*, lines of mental and practical activity. This will stand out with the greater boldness, when we have considered the chief defects of will power.

1. *Indecision or Weakness of Will.*—This springs from nature or training, and reveals itself in a variety of forms. Sometimes it is continuous indecision. "He can't make up his mind," is the popular description of such a character. Sometimes it is a restless flitting from object to object. "He never sticks to any one thing" is now the popular description. The highest intellectual cultivation often tends to enervate the will. One faculty is fed at the expense of another. It is because they are too much called out on the speculative side, and too little called out on the active side, that poets, artists, men of letters and philosophers, are so apt to prove weak and helpless in practical affairs. The dilatory processes of observation, introspection, "brooding," analysis, and induction, so essential in letters, philosophy and science, are almost fatal to decisive choice and strenuous volition. Hamlet is generally regarded the best representation of this character, and certain it is that "large discourse looking before and after," such as his, leads to questions and to doubts that culminate in that state of mind which no one so well as Hamlet has described:

"And thus the native hue of resolution
Is sicklied o'er with the pale cast of thought;
And enterprise of great pith and moment,
With this regard, their currents turn awry
And lose the name of action."

2. *Strong and Ill Regulated Will.*—Characters to whom this description applies are easy to find in literature, in history, and in real life. Take the man altogether, there is plenty of will-power, but it is fitful, capricious, unregulated; there is abundance of ability both to decide and to execute, but it is badly distributed. You can rarely find it when, or in such quantities as you want it. Over-energetic resolution and complete irresolution are the two extreme points of the arc through which such men move. What are called "passionate natures" are frequently marked by strong but ungoverned wills. Only too numerous in all historical countries, men of this type abound in the East,

"—the land where the cypress and myrtle
Are emblems of deeds that are done in their clime:
Where the rage of the vulture, the love of the turtle,
Now melt into sorrow, now madden to crime."

The Turk, now lethargic, now energetic, is an example of this type of character. Another type we characterize as "willful," "stubborn," "obstinate," etc.—epithets that also imply a lack of knowledge or narrowness of mind. But, paradoxical as it may seem, absence of will is sometimes taken for excess of will, the reason being that unwillingness *to do* and inability *to do* have the same result. That the "willful" child of the nursery and the school is often rather a willless child, is shown by Dr. Carpenter in a paragraph that most teachers of lower grade schools should read once a term, if not once a month:

"Those 'strong minded' teachers who object to these modes of 'making things pleasant,' as an unworthy and undesirable 'weakness,' are ignorant that in this stage of the 'child-mind, the will—that is, the power of self-control—is weak, and that the primary object of education is to encourage and strengthen, not to repress, that power. Great mistakes are often made by parents and teachers, who, being ignorant of this fundamental fact of child-nature, treat as *willfulness* what in reality is just the contrary of 'will-fulness': being the direct result of the *want* of volitional control over the automatic activity of the brain. To punish a child for the want of obedience which *it has not the power* to render, is to inflict an injury which may almost be said to be irreparable. For nothing tends so much to prevent the healthful development of moral sense, as the infliction of punishment which the child *feels to be unjust*; and nothing retards the acquirement of the power of directing the intellectual processes, so much as the emotional disturbance which the feeling of injustice provokes. Hence the determination often expressed to 'break the will' of an obstinate child by punishment, is almost certain to strengthen these reactionary influences. Many a child is put into 'durance vile' for not learning 'the little busy bee,' who simply can *not* give its small mind to 'the task, whilst disturbed by stern commands and threats of yet severer punishment

"for a disobedience it cannot help, when a *suggestion*, kindly and skillfully adapted to its automatic nature, by directing the turbid current of thought and feeling into a smoother channel, and *guiding* the activity which it does not attempt to *oppose*, shall bring about the desired result, to the surprise alike of the baffled teacher, the passionate pupil, and the perplexed bystanders."

3. *Will strong in some directions, weak in others.*—This head is not a mere subdivision of the last one. There we had, now decision, now indecision in the same or in similar lines of action; here we have continuous strength in some lines and continuous weakness in others. Thus, a man may be full of decision and energy as a student; he may promptly seize all hints and vigorously follow up all clues in historical study or scientific research; and at the same time be indecisive and weak in affairs. This may be explained in part by the student's ignorance of affairs: but here again we are confronted by that excess of activity on the one side and defect of activity on the other side which eat out the heart of decision and energy. Again, a man may have plenty of will power in affairs, and have no ability to resist his appetites, his desires or his passions. Napoleon has been described as "the man in modern times who combined the strongest will with the most powerful intellect;" but thirst for glory and fame dominated his life, and he shamelessly declared that the common rules of morality, well enough in their places, were never intended for him.

Is there a general power of will,—a power that is available for any and all purposes? There is in the sense that there is a power of mind which can be turned to general account. The common law of mind holds here, viz: need of specialized training. The cultivation of sense-perception is only in a secondary way the cultivation of representation or of reflection. Moreover, it is only in a limited degree that there is a general faculty of observation or of reasoning. A man may be a close observer of natural objects, and be careless and indifferent to social and political facts; or he may analyze the hardest social, legal, and moral questions, and be incapable of sorting a handful of grasses or a basket of sea-shells. Not only must each intellectual faculty have a training of its own, but it must have a specialized training for each special subject or group of subjects. And so with the will. Men are decisive and resolute in some things, indecisive and irresolute in others. There is a will-element in studies, in practical affairs, and in morals; but the power that has been created for the one purpose is not usable, or fully usable, for the other purposes. So strikingly is this true, and so different are the spheres in which the will acts, that we may subdivide it into species. Why not the "intellectual will," the "practical will," and the "moral will," as well as the "speculative intellect" and the "moral judgment?" In fact, there is not a general will power to the extent that there is a general intellectual power. These facts point decisively to harmony or symmetry of will-training. A child's will should be so trained that he can attend to studies, that he can do business, and, above all, that he can perform those acts which make up the common moral life, whether of active virtue and benevolence or of resistance to temptation. Theoretical symmetry is indeed impossible; the poet, man of business, and soldier, will never be equal in the development and adjustment of the mental faculties; but wise attention given to children will secure for most of them a fair development of will in the fields of speculative, active, and moral life. The last I emphasize; because the elevation of moral acts above all other acts measures the greater necessity of will-training in the moral field.

We come now to the second great practical question: How shall will-training be managed? First of all let us clearly understand that such training rests on the common educational basis,—the law of action. Power to choose comes through choosing, power to act through action. Hence the child must be taught to decide matters by deciding them, to do things by doing them. This education should begin, and in fact does begin, with the infant's birth. It is well said that in "primitive or first knowing there is little consciousness—a mere life of feeling;" but as consciousness dawns like the morning, and formal knowledge begins with acts of analysis, certain objects fasten themselves on the child's mind, and automatic attention takes its rise. These first points of mental contact are all important for the purpose of education; they become centers of energy, and so nuclei of habits. They are starting points for volition and attention; for volitional movement should follow hard on the footsteps of spontaneous movement. The education of the will has its origin in the volitional control of the bodily members. From this small beginning it goes on to mightiest results. Thus these first points of choice and volition cannot be too carefully protected. How widely suggestive are these sentences from Dr. Harris:

"An infant of a few days or weeks old is made by its parent to hold the rattle-box in its right hand. After a few corrections, it becomes a second nature to grasp and hold things in its right hand. A very slight impulse at the beginning, makes a change in the entire body. For the right hand and arm grow much stronger and more skilful than the left. Finally, one hemisphere of the brain grows larger than the other, and one lung develops more than the other; each of the five senses develops one of its pair of organs, so that one side is the special organ of voluntary attention."

Action is the fundamental law of will-training. It is by repeated acts of election and conation that both our general and our special will power is created. There must be repeated acts of choice and volition along all the great lines of will-activity. But action must involve repression as well as stimulation; for as the will, slow to act in some directions, needs excitement, so the will, too quick to act in other directions, needs restraint. Our problem involves not only the development of will power, but also its subjection to judgment and to conscience.

Here let us consider the relation of the child's will to the parent's or the teacher's will. For a time the child is more dependent and helpless than the blind cub in the kennel or the featherless squab in the nest. This is as true of his mental as of his physical life. He learns by authority that this animal is a horse, that this boy is John, that this color is blue, that this character is the letter "a," that this word conveys such an idea, etc. Moreover, he learns by authority that some things are proper, some improper. Nor is it different in morals. He is dependent on others for the knowledge that some things are right and others wrong; and his moral condition begins with obedience or submission to authority. At first, everything must be done *for* the child; next everything that he does for himself must be chosen *for* him by another, and he be directed how to do it; and lastly, he must be taught both to choose and to do *for* himself. Mr. Sully's remark may be taken in a much wider sense than he makes it: "Nothing is more fatal to growth of will than that indolence which shrinks from trial and experiment, and which comes helplessly to parent or nurse crying, 'What shall I do?' or 'Do this for me!'" The phrase "Always tied to your mother's apron strings" is often hurled in scorn by bad boys at good ones; but it nevertheless describes a common type of character that is deserving of pity if not of scorn. To prevent this result we must require the child to decide and to execute. In morals, we do not help but rather destroy the child by forever keeping him in a glass case; the part of wisdom is, to equip him with good habits and principles, healthful appetites and desires, pure affections and purposes, clear judgment and strong will, and then, (I will not say introduce him, but) allow him to be introduced to trial and testing. For a time, we should, if possible, choose, of course unconsciously to him, the time and conditions of the trial, taking pains to fortify him with abundance of motive on the right side; for in this campaign, as Prof. Alexander Bain has so well pointed out, everything depends on winning every battle. Then there is a point for adults as well as children in Alfieri's habit of putting himself beyond temptation. No matter how strong his resolution, Alfieri's love of horses and of riding would often, on a fine day, entice him away from his desk and his work to take an excursion. So he would tell his servant to tie him in his chair by knots that he himself could not unloose, and then to go for a time beyond call; the servant also covering his master with a cloak to protect him from ridicule in case he should be found in that strange condition. But this is only the old device of Odysseus who, having first filled the ears of his companions with wax, lashed himself to the mast of his vessel; and so heard the bewitching music of the Sirens as he glided safely past their fatal shore.

But how shall we stimulate the will in the two directions of action and repression? Happily, all philosophers and teachers, whether free-willists or necessitarians, fully agree on the answer. The will is reached by motives. How do we stimulate an indifferent boy to study? We appeal to curiosity, to the love of knowledge, to emulation, to pride, to love of father and mother, to the desire to be useful, and to many other active principles besides. How do we restrain a boy from drink? We address to him some of the motives already enumerated; also sense of shame, self-respect, fear of the consequences. If I am told, "We also appeal to the sense of freedom," I answer that is only appealing to the man. We ply the intellect with arguments, which, touched by feeling, become motives to the will. Moreover, we teach the will to wait upon the judgment and the conscience; teach it to resist the cravings of appetite and the solicitations of passion; teach it to wait for that enlightenment from the understanding which will enable it to discriminate the motives as lower and higher. However, in causing the will to wait for the judgment we

must not uproot the spontaneous or impulsive will, the sphere of which is to act in those sudden, emergent cases when we cannot wait for the intellect; nor must we lose sight of that excess of refinement and analysis which paralyzes the energies of resolution.

Only one topic of first importance remains to be handled in this paper. How shall we provide the trial and the testing that are essential to will-training?

It is noteworthy that our schools exist primarily for intellectual purposes; knowledge and intellectual discipline are their avowed ends. This is as true of schools of special as of general training; as true of medical, law, and divinity schools as of colleges and universities. Much or little unconscious tuition of the sentiments, feelings, and choices may accrue to the pupils; much or little conscious attention may be paid to manners and to morals by teachers; but all schools other than retreats, reformatories, and prisons, so far as I know, look immediately to the understanding, and not to the sensibilities, the will, or even to the moral nature. That the intellect is thus thrown forward in all our schemes of school education finds its explanation, no doubt, in that over-valuation of knowledge and mental power, in comparison with other acquisitions and gifts, which is so characteristic of intellectual races, and not in a clear perception of the true philosophy of education; but, happily, the existing arrangement is just as wise as though it were the result of the most profound attention, and the most deliberate choice. Parents sometimes select schools for their children for other than intellectual reasons; they do not so much consider the science, the literature, the art, as they do the tone of feeling, the kind of manners, the moral life; but in most cases they keep their real purposes to themselves, revealing them at most to the school authorities, while they throw into the child's foreground books and studies, knowledge and learning. This is in strictest harmony with the philosophy of the mind. Were a father to say to his daughter: "I send you to school to develop your feelings;" to his son: "I am resolved to discipline your will;" or to either: "My great concern is your morals;" and were then to keep his chosen end all the time in view, he would be very certain to defeat his own purpose and accomplish only evil. There are some invaluable ends in education that will not bear, in the cases of children, iteration and reiteration. They are accomplished while we are ostensibly seeking something else. The parent and teacher may, and *should*, keep them in mind; they may, and *should*, arrange causes and conditions with reference to special effects; they may, and *should*, arrange lessons and exercises, both physical and mental, that bear in particular directions; but the things that are made prominent must be in the field that schools are created to cultivate. You can even drive a boy out of the gymnasium by constantly talking "strength" and "health" to him; the boy goes to the gymnasium for zest, for sport, for excellence in the exercises, and the ends that the parent and teacher most value come unconsciously to him. In science or history, the teacher may say, "such a chapter is full of interesting and valuable information;" in mathematics, "such a problem will test your power of analysis;" in literature, "such a poem will give wings to your imagination," or "such an oration, scope to your powers of reasoning;" but woe to the teacher who tells her pupils, "This story will be good for your sensibilities," or "You need this exercise for your wills!" Archbishop Whately advises against "avowed exhortations;" he says men are impatient of direction in respect to their feelings; that they distrust them more than they do their understandings, and that for a speaker to say, "Now, I will exhort you to feel as you ought on this occasion," is to slay himself with his own weapons. Hence the address to the active nature of man must be indirect and unobtrusive. "The feelings, the propensities, and sentiments are not, like the intellectual faculties, under the direct control of the will;" and they are moved most powerfully by indirectly presenting subject-matter adapted to excite them. There is sound wisdom for the teacher as well as the preacher in the Archbishop's counsel.

To what conclusion does our reasoning lead us? Manifestly to this conclusion, that the best discipline of the child, his intellect, his feelings, and his will must be sought in real experience. A soldier may fit himself for war by fighting sham battles; but a child gains nothing by consciously fighting battles for the sake of his will. He is called out and strengthened by real trial, testing, and struggle. Kinglake says the Czar Nicholas kept close at hand a multitude of small wooden soldiers clothed in various uniforms, and then amused himself, and thought that he learned war, by placing them in various combinations. Nicholas failed in his great object; but he did not fail half so signally as the teacher will fail who seeks to gain the ends of will-training by marshalling squads of similar puppets. There is indeed an education for the will in sports and games; that is, in real sports and games, the end of which is amusement and diversion. What the child's will needs is

vigorous study in the school-room, vigorous sport on the play-ground, vigorous employment in work or business (suited to his powers, of course), and close personal contact with moral issues. It is while he is ardently pursuing study or play, work or duty, that he gets the needed development of all the faculties of the soul. To give children nothing serious to do, or not to require them to do what is given, and then to expect them to develop strength in any direction is wholly chimerical.

We are now in a position to see how inconsiderate and foolish are frequent criticisms of school curricula. One critic says, "This course of study is arranged for the intellect; it makes no provision for the sensibilities or the will." All successful curricula must be arranged with primary reference to the intellect. The discipline of the will, particularly, must come, so far as studies are concerned, from a curriculum that is organized directly for another purpose. It is by the mind's laying hold of the studies of the curriculum and measuring its strength by them, that its full power is called out and strengthened. What studies are in the curriculum does not so much matter, provided they furnish a properly graduated series of trials. No doubt the selection of studies has much more to do with the sensibilities. A course that is rich in history and literature will appeal to the sensibilities much more directly than one rich in mathematics and sciences. But even here the avowed end must be instruction. The preacher's aim is purely ethical and religious; but the preacher cannot gain his end unless he makes his sermons interesting. The wise educator will indeed lay out his scheme of studies, and choose his disciplinary regimen, with reference to the whole mind and character; but he will make a fatal mistake if he puts prominently forward another than instruction as the immediate end in view. It is necessary as the child grows older to widen his vision, to cause him to see that there are other ends to be gained in school than knowledge and training, necessary to criticise his feelings and choices, and to teach him how to take his sensibility and will "in hand;" but instruction must be the avowed aim of the school. Will-training is gained in real life. It is quite true that the teacher very often loses his bearings as respects the second and third faculties of the mind,—true that courses of study are sometimes too exclusively directed to the understanding or some faculty thereof, as analysis or generalization; but the true educator will not lose sight of the cardinal truth that, in the long run, what is best for the mind is best for the faculties.

Throughout this paper I have kept steadily in mind that the will is only one faculty, that the phrases "strong will" and "weak will" are wholly relative, that weakness or wickedness may spring from an overplus of appetite, desire, or passion, as well as from defect of will, and that the faculties are so correlated that the education of one is conditional on the education of all. In a word, I have sought so to cast the paper as to make it indirectly an argument for the training of the whole mind.

DISCUSSION.

SEBASTIAN THOMAS.—The president's inaugural address and Superintendent Hinsdale's paper should suggest to our reading circles the great value of psychological study.

CARROLL CUTLER :—I am much pleased with both papers. Were I to make any criticism of the president's address, I would say that it tends in the direction of a collection of definitions rather than a discussion of the subject. But this may be unavoidable. It abounds in nice distinctions.

Concerning the training of the will, it seems to be more within the teacher's personality and influence than a matter of books and tasks. By study and experience the teacher may acquire skill in training the will of his pupils.

ELI T. TAPPAN :—I am thankful for the opportunity of listening to two such papers as we have heard to-day. They should be widely read and studied.

W. D. GIBSON :—These two papers seem to me to take opposite ground concerning the best way of developing and strengthening the will. The one would approach the will through the sensibility, the other through the intellect. My experience leads me to give preference to the former.

I agree with the remark already made to the effect that the personality of the teacher is the important factor.

R. H. HOLBROOK :—I have an instinctive opposition to the philosophy set forth in one part of Mr. Hinsdale's paper. I do not believe in the let-alone plan—the plan of training the will by not training it. I am in favor of a plain straight-forward fight between the teacher and the pupil's will; and I want the teacher to win every time. There is nothing

gained by slipping around or making indirect approaches. Open, straight-forward dealing is always best. I do not see the harm in saying plainly, "I want you, my pupil, to strengthen your will."

B. A. HINSDALE :—Perhaps this will make my meaning clearer : Will was cultivated on my father's farm. When my father said to me, "take the ox-team and the stone-boat and go out and gather up the stones in the meadow," I went. I do not remember how willingly I did it, but I did it ; and my will was trained.

We as teachers can best train our pupils' wills by putting them at the work and seeing that they do it.

THE PHILOSOPHY OF TEACHING.



BY DR. E. E. WHITE.

The one comprehensive end of education is to *prepare man to fulfill the purposes of human existence*. These purposes include the perfection of man's nature and the discharge of all the obligations and duties which spring from his relations to his fellows, to society, to the state, and to God.

The means to this end of education include (1) the development and training of all man's powers, psychical and physical; (2) the acquisition of knowledge needed for guidance and growth, and (3) the acquisition of skill in the application of power and knowledge to the purposes of life. These three important means,—power, knowledge, and skill—may be considered the immediate ends of education. They include (1) the developing and training of the powers of the intellect and the acquisition of knowledge, or *intellectual education*; (2) the developing and training of the higher sensibility and the will, or *moral education*; and (3) the development and training of the bodily powers, or *physical education*.

In practice these three kinds or functions of education cannot be wholly separated. Intellectual education is conditioned upon moral education and, to some extent, on physical, and moral education depends on the intellect for knowledge and insight, and for many of its highest motives.

Teaching may be defined as the act of applying educational means to the pupil in such manner as to assist him in attaining one or more of the immediate ends of education. These ends or results are attained by the pupil's own activity. The teacher applies the means, presenting the conditions and occasions of action, but it is the pupil's efforts that result in power, knowledge, or skill.

Every act of teaching has its manner or way. The manner of a series of related teaching acts is called a *method of teaching*. A method of teaching may be defined as a series of teaching acts so arranged as to attain a definite end or result.

Teaching is an *art* and as such has its underlying principles which determine its methods. There can be no art in the absence of guiding principles, and this is specially true in teaching. The human soul can not be unfolded and enriched by pattern. Automatism is not teaching. The laws which govern the activity and growth of the pupil's powers must guide in their training, and hence the art of teaching is based primarily on the nature of the pupil.

It follows from the above facts that the devising of methods of teaching and courses of instruction for children and youth involves a knowledge of their educable nature, and especially of their *psychical nature*.

How is this guiding knowledge best attained? It is believed to be best reached by a careful analysis of psychical processes and powers as they are revealed in consciousness, and then determining the relations of these processes to each other and the relative activity of the corresponding powers in the successive periods of school life by a wide and careful study of children of different ages and conditions. The true basis of child psychology is general psychology.

The limits of this paper forbid the attempt to state the results reached by such an analysis of psychical phenomena, and only a brief reference can be made to—

THE ORDER OF ACTIVITY AND DEVELOPMENT OF THE INTELLECTUAL POWERS.

An analysis of intellectual processes shows that the presentative faculty, including consciousness, sense-perception, and intuition, awakens into activity before the representative, and both of these faculties before the rational or thought faculty. This order is a *psychical necessity*. It is impossible for the mind to re-call and re-know an object not previously known, and it is equally impossible for the mind to form and apply general concepts of any kind if it be not in possession of individual concepts to compare and generalize. In activity, both consciousness and sense-perception must precede memory, and memory must precede conception or the forming of general concepts—the simplest form of thought activity.

In like manner and for a like reason, the activity of the several powers of the same faculty and the higher phases of activity of the same power are conditioned upon the lower. Sense-perception is conditioned upon sensation—the primary psychical act—and consciousness is conditioned upon both sensation and sense-perception. The perception of objects, psychical and physical, conditions the intuitive perception of their necessary relations and, in turn, the intuitions condition the completed acts of sense-perception. It is not meant that there is necessarily a conscious interval between these related presentative acts. Consciousness accompanies and blends with the acts and states which it perceives, and the intuitive acts blend with the acts of sense-perception and consciousness.

The activity of the several representative powers is subject to the same condition. Memory is conditioned upon simple representation, and the imagination is conditioned upon both simple representation and memory. The higher phases of the imagination are, in like manner, conditioned upon the lower, the creative phase being conditioned upon the constructive, and the constructive upon the simple modifying phases, which appear very early in the child's life, as every nursery shows.

The same order is observed in the activity of the several thought powers. Conception, or the forming of general concepts precedes formal judging and both conception and judging precede reasoning. In other words, reasoning is conditioned upon judging, and judging upon conception.

The order in the activity of the several powers, above indicated, also prevails in their development. The presentative faculty reaches what may be called its natural development before the representative faculty, and both of these before the thought faculty. The last of the representative powers to reach an activity and energy equal to that of sense-perception is the creative imagination and the last of the thought powers to reach a like development is the reason, the power of deductive reasoning appearing and developing later than inductive.

There are considerable intervals between the periods in which the higher faculties reach a development equal to that of the lower, but it is an error to infer that there are corresponding intervals between their awakenings into activity. The first conscious acts of perception, (outer or inner), and memory accompany each other; the forming of general concepts is near the synthesis of the related sense-concepts; formal judging follows conception closely; and inductive reasoning appears only a little later. The two powers which awaken into activity latest are the creative imagination and deductive reasoning.

But how early do the several intellectual powers become active, and what is their relative activity and energy in the successive periods of the child's life?

The answer to these important questions—can only be determined, as before indicated, by the observation and study of children, and, fortunately, this is not a new field of inquiry. No other beings have been so carefully and lovingly studied as children. The recorded results of these observations, covering centuries, present child-life under many and diverse conditions. This study of children has been greatly stimulated in later years by the writings of Comenius, Locke, Rousseau, Pestalozzi, Froebel, Jacotot, Fichte, and other educational reformers. It is now receiving the earnest attention of progressive educators both in this country and Europe. The experiments made show that the systematic study of children is rendered difficult by their marvelous power to divine what is in the mind of the questioner and the equally marvelous facility with which they catch and use words, with or without ideas. There is also great difficulty in applying the general conclusions reached to individual cases—a fact due to the marked difference in children of the same age and often of the same family. One child may possess a power of imagination at six years of age, which a brother or sister may not have at sixteen; and

like striking contrasts are observed in the development of the several thought powers, especially the reason.

But notwithstanding the difficulties involved, the results already reached by child study indicate with some clearness the psychical activity of children at different ages, and this is especially true when these results are interpreted in the light of general psychology.

The accompanying diagram represents the results of my study of this problem. It is designed to show the activity and energy (more especially the activity,) of the several intellectual powers of the *average child* from birth to twenty years of age. It seems unnecessary to add that, like all graphic devices, it represents the facts only *approximately*.

[The large diagram was presented and explained.]

What light do these psychical facts throw on methods and courses of instruction? It is believed that they clearly disclose the following principles—the most important that underlie the art of teaching.

PRINCIPLE I.

Instruction, both in matter and method, must be adapted to the capability of the taught.

This is a primary *axiom* of teaching, requiring neither proof nor elucidation. The most elementary conception of education involves the truth that the *what* and the *how* of instruction must be adapted to the pupil's capability, psychical and physical. This principle is fundamental since all other principles are based upon it.

The application of this principle to school instruction raises two important questions, to wit:

- (1.) Do the pupils in our schools present a varying capability as they pass up through the successive grades?
- (2.) If so, in what respects does their capability vary, and to what is the variation due?

The fact that the capability of pupils varies as they pass from the primary to the higher grades is too obvious to require formal proof, and so we pass at once to the consideration of the second question—the most important and fruitful question which modern pedagogy is called upon to answer.

The varying intellectual capacity of pupils in the successive grades of school must be due to one or more of three facts, to wit:

- (1.) A variation in the activity and energy of the intellect as a *whole*.
- (2.) The *absence or non-activity* of certain faculties in the younger pupils and the successive awakening of these dormant faculties to activity as pupils grow older.
- (3.) A variation in the *relative* activity and energy of the several faculties at different ages.

The first of these supposed facts is the basis of the theory that primary pupils may be taught the same kinds of knowledge as the pupils in the higher grades and by essentially the same methods, the only radical difference between primary and advanced instruction being in the *amount* of matter taught, the former covering daily less ground than the latter. Forty years ago, and even later, elementary text-books were constructed on this theory. The earlier elementary arithmetics began with formal definitions and rules preceded the problems. The primary geographies began with the same definitions as the more advanced treatise, even including mathematical definitions, and otherwise covered substantially the same ground, the only essential difference being the fact that the first book was *thinner* than the second.

The second of these supposed facts, in its more extreme interpretation, assumes that the intellectual powers active in primary pupils are the presentative, especially the power of observation; that later in school life the representative powers, memory and imagination, become active, and still later the thought powers, generalization and reason. It is the basis of the theory that a course of school instruction may be cut horizontally into three distinct sections or periods, primary, secondary and advanced—the primary including sense or perceptive knowledge, the secondary reproductive knowledge, and the higher or advanced period generalized and rational knowledge. These three periods of school instruction have been respectively designated as perceptive, conceptive, and rational; also as objective, reproductive, and elaborative.

The third supposed fact assumes that all the intellectual faculties are active when the child enters school at six years of age, and that his intellectual condition as he advances in the course is characterized by changes in the *relative activity* of the several intellectual

powers. This view supports the theory that both the matter and the method of school instruction should correspondingly change from year to year,—the successive phases of instruction being characterized by the *relative attention* given the different kinds of knowledge, and especially by the *manner or method in which such knowledge is taught*.

Which of the above suppositions is true?

The foregoing diagram, presenting the activity and growth of the powers of the intellect, shows that the nine intellectual powers are all active, though not equally so, at six years of age, the child's intellectual condition being then characterized by the activity of sense-perception or observation, constructive imagination, and conceptive generalization (the word faculty), sense-perception being the leading faculty; that later the imagination, judgment (the fact faculty), and inductive reasoning become more active and characterize intellectual activity; and that the higher phase of development is characterized by the activity of the creative imagination and the reason, inductive and deductive. There is a marked change in the relative activity of the three thought powers, conception, judgment and reason—the first being the leading thought faculty at six years of age, and the last at sixteen. It is true that there is an increase in the activity and energy of the mind as a whole, but the characteristic feature of its activity and development, and the guiding one in teaching—is the *variation in the relative activity of the several intellectual powers*.

It is also to be noted that in these changes in the relative activity of the different faculties, there are no sudden transitions. While the presentative powers are at first the most active, the higher powers increase in activity from year to year, until they become the leading powers of the intellect. We have found no psychical basis for the theory that children do not reason before they are near ten years of age. When a child asks for the why or reason of things that interest him, the reasoning faculty is active. A bright child makes many inductions, and intelligently acts on some of them, before he is six years old. Ask a bright boy in his sixth year why dogs can not fly, why people wear thicker clothes in winter than in summer, why a stone will fall if you drop it, and he will give *reasons*, though not scientific ones.

It is doubtless true that most of the generalizations of young children are judgments, not inductions, and as such are limited to known objects; but it is a mistake to suppose that primary pupils do not reason. Locke held that children reason as early as they understand language, "and," he adds, "if I misobserve not, they love to be treated as rational creatures sooner than is imagined."

But it is to be observed that in their earlier thinking, children acquire concepts and facts which involve the *more obvious* qualities and relations of things, and they reach one by one inductions which are based on indications admitting of easy interpretation. As they grow older, they are increasingly able to discover less obtrusive attributes and relations and form more sharply defined concepts, and at length they acquire by training the power to form what are called *scientific* concepts, and generalizing and applying the resulting facts, reach scientific inductions, principles, laws, etc.—in a word, *science*. It should, however, be noted that this scientific phase of thought depends on no newly awakened faculty, even deductive reason being active long before it is reached. The inductions of common life, even of child experience, differ from the inductions of science in "subject matter," as Dr. Porter expresses it, and not in the essential thought processes involved. Scientific thought requires closer and longer continued observation, more accurate conception and judging, and a deeper insight of the reason than common thought. This fact will be made evident by comparing the thought processes involved in the common concepts, facts, inductions, and classifications which make up a child's knowledge of common plants, with the thought processes involved in the scientific concepts, facts, inductions, and classifications which constitute the *science* of Botany.

I can only allude to the fact that the development of the intellect involves the corresponding development of the sensibility and the will, and in childhood, the growth of the body. The activity of the mind in knowing depends on the acuteness of the senses, the intensity of the emotions and desires, and the energy and constancy of the will, and these are conditioned upon the sustaining power of the body, which, other conditions being favorable, increases as children grow older. The young child can not attend to one object as long as an adult, and the same is true of the relative duration of all psychical states. There is a general law of interdependence and interaction that runs through all psychical activities.

We are now prepared to state and consider—

PRINCIPLE II.

There is a natural order in which the faculties should be exercised and the corresponding kinds of knowledge taught.

The natural order of exercising the faculties is necessarily the same as the order of their activity, to-wit: first, the presentative, second, the representative, and third, the thought faculty; and the natural order of exercising the thought powers is, first, conception, second, judgment (formal), and third, the reason, first inductive and later deductive. The movement of the mind in the earlier processes of knowing is from perception through representation to conception, and from conception, through judgment, to reason,—that is from sense activity to reasoning through the activity of the intermediate powers.

This principle has been specialized in the form of *maxims* of elementary teaching, including the following:

1. *Observation before reasoning.*
2. *The concrete before the abstract—sense-knowledge before thought-knowledge.*
3. *Facts before definitions or principles.*
4. *Processes before rules.*
5. *From the particular to the general.*
6. *From the simple to the complex.*
7. *From the known to the related unknown.*

It should be specially noted that these maxims relate to that phase of the process of knowing in which the mind is acquiring primary concepts and ideas, elementary facts, and simple inductions, as a preparation for the acquisition of higher or scientific knowledge. They are maxims of *elementary teaching*, and not universal principles. The maxim, "Processes before Rules," is, for example, an important precept for teaching elementary arithmetic, but no wise instructor would uniformly or generally follow it in teaching the higher mathematics, and it has its exceptions in the higher applications of arithmetic. The same limitation obviously applies to the maxims, "The concrete before the abstract," and "From the particular to the general." In the higher phases of instruction, the true order is often from the abstract to the concrete, and from the general to the particular, this being always true in deductive processes. It is, however, to be observed that this inverse order is only possible when the mind is in possession of those primary concepts, ideas, and facts, which are essential to the apprehension of the abstract and the general. The above maxims are true directions for the teaching of all *inductive* branches, but they have more special application to elementary schools. They are the criteria which differentiate an elementary method from an advanced method or a general method.

The observing of this natural order in school instruction does not imply that there should be long intervals between observation and reasoning or between any lower activity and the related higher. The successive steps may be taken in the same year, and even in the same lesson. The principle does, however, imply that *the several intellectual powers are best developed and trained by observing their natural and harmonious activity*. The child must observe as a child, must think as a child, must reason as a child in his *psychical condition*. Any attempt to force the young mind to do what it has not the preparation or the energy to do, is to weaken it. There is, however, danger of falling into an opposite error, and limiting the mind to one kind of activity, when it is prepared and has a natural impulse for a higher activity. Children may unwisely be kept swinging on the gate of sense, when they are prepared to make fruitful excursions into the garden of thought.

PRINCIPLE III.

There is a variation in the relative attention to be given the several faculties and the corresponding kinds of knowledge in the successive years of school instruction.

This is a corollary of the two preceding principles, but its practical importance justifies its separate statement. In the first years of school instruction, the presentative powers, being naturally most active, should receive most attention; later, attention should be more equally divided between the presentative, the representative, and the lower thought powers; and still later chief attention should be given the higher powers. This change in the attention given to the several faculties is also true of the attention that should be devoted to the corresponding kinds of knowledge. In the primary school, chief (but not exclusive) attention should be given to observation and sense knowledge, but as pupils

pass up in the grades or classes, more and more attention should be given to thought knowledge, and especially to rational knowledge.

This leads directly to

PRINCIPLE IV.

A true course of instruction for elementary schools cuts off a section of presentative, representative, and thought knowledge each year.

This principle is an obvious consequence of those already considered, and is equally supported by the facts of psychology. Children at six years of age have not only acquired much presentative knowledge, but are in possession of a considerable number of general concepts and facts, and by the natural activity of their minds are passing increasingly from sense knowledge to thought knowledge, and from the particular facts of observation to general judgments, and, to a limited but increasing extent, to the general facts of reason.

It follows that while primary instruction should give chief attention to presentative knowledge, the concepts and facts of observation and experience, it should also increasingly teach the more obvious generalizations of these facts and their expression in language. The first year's instruction in reading, for example, should exercise not only the presentative powers, but also memory, imagination, (modifying and constructive), conception, formal judgment, and sparingly inductive reasoning. The reading lessons of the first year abound in words expressing general concepts and ideas, and their little sentences express facts which relate to the feelings, actions, and duties of children and adults, the characteristic actions of domestic animals, birds, insects, etc., the more obvious qualities and relations of common objects, including their class relations, and other common phenomena. These facts are both particular and general, as a glance at any primer or first reader will show.

It is to be specially noted that while a course of elementary instruction should include general knowledge from the beginning, the general knowledge first taught should consist of common concepts, common facts, and common inductions—the concepts, facts, and inductions of child experience,—the higher forms of thought knowledge, called science, appearing later in the course. There should, however, be no sudden transition from common to scientific knowledge. The more elementary concepts and inductions of science may be taught certainly as early as the fifth school year, and should thereafter receive increasing attention until the so-called scientific phase of instruction is reached. It is not possible to draw a line through any branch of knowledge, as developed by the race or the individual, and say here elementary knowledge ends and science begins. The elements of every branch of science include not only its primary concepts and ideas (its simplest elements) but also those elementary facts and inductions which are the basis of its higher generalizations; and it is neither possible nor wise to hold the mind back from these simple generalizations until the period specially characterized by scientific thought is reached.

It has already been seen that mental development has its successive phases, each characterized by certain leading activities of the mind, and it is important that these successive phases be properly recognized in arranging courses of elementary instruction. If the first four years of a school course be called primary, the second four years secondary, and the next four years higher or high school, the primary course may be characterized as *sense-conceptive*, the secondary course as *transitional*, and the high school course as *scientific*, these terms respectively designating the characteristic feature of the course in the periods to which they are applied.

In that educational classic, "The True Order of Studies," Dr. Thomas Hill compares a true course of study to a spiral stairway, surrounding the five great columns of human knowledge and cutting off a section of each at every round of its ascent. While this famous simile clearly recognizes the important fact that there is a natural sequence of knowledge to be observed in teaching, it fails to indicate that this sequence is lateral as well as vertical. A true course of study not only cuts off a section of all the great branches of knowledge each year, but each section includes presentative, representative, and thought knowledge and activity. In its progress through each annual cycle of its ascent school instruction passes from sense knowledge to thought knowledge—from sense to reason—as is shown in the accompanying diagram. [A diagram illustrating a course of elementary instruction was presented and explained.]

PRINCIPLE V.

The primary concepts and ideas in every branch of knowledge must be taught objectively in all grades of school.

The psychical processes involved in sense-perception show that the forming of an individual concept requires the presence of the object, and since general concepts are derived from individual concepts, it follows that no concept, individual or general, can be taught *without presenting the appropriate object or objects to the mind*. The same is true in teaching ideas, particular or general. A concept or idea is the *product* of the mind's action, and the act of perceiving an individual object requires the presence of the object.

It follows from the above principle that *no primary concept or idea can be taught through its word*. A word can recall and represent a *known* concept or idea associated with it, but a word can not summon a *new* idea into what has been called "the presence chamber of the soul." The futile attempt to teach primary concepts and ideas through words is responsible for more unsatisfactory results than any other error of elementary instruction. Carlisle characterizes his teachers as "hide-bound pedants" who crammed him with innumerable dead vocables and called it fostering the growth of the mind." Carlisle's pedants once represented a very large class of so-called teachers and it is feared that this race of word-cramming pedants is not yet extinct.

The so-called maxim, "Ideas before words," may not be a necessary principle even of primary instruction, but it is excellent advice. The essential thing is to teach both the idea and its sign, and especially to connect them indissolubly together, and *to make this connection sure*, it is wise to teach the idea *before* the word, whenever this can be done. The facility with which children learn words, especially as sounds, is constantly giving them new words which to them have no meaning. It is important that these empty words be filled with their ideas, and especially that all new words learned and used *in school*, be associated with clear ideas. To this end, all primary concepts and ideas must be taught *objectively*.

It is true that a general word may at first only represent an individual concept. A child sees a strange animal, a monkey, for example, and learns its name. The word is associated with the individual monkey and recalls it in memory. When, however, the child has seen several monkeys, the individual concept is unconsciously generalized and the word monkey then represents the class. It is believed that young children learn most of their words in this way—hearing the word before they form the general concept.

This principle of objective teaching applies to all grades of school—to the high school and the college, as well as to the primary school. The modern method of teaching the physical sciences is increasingly recognizing the fact that all primary concepts are acquired by the study of the objects to which they relate. This is the meaning of the laboratory and the museum. They afford facilities for the study of things as a preparation for the study of books. When the concepts and ideas back of words are thus objectively learned, books become important means of acquiring knowledge.

PRINCIPLE VI.

In the teaching of any school art, clear and correct ideals should inspire and guide practice.

The first step in learning any art is the forming of ideals of the results to be attained, and, as a rule, the clearer and more correct the ideals formed, the better will be the results reached by practice.* This is not only true in the practice of such simple arts as the pitching of a ball or a quoft, the drawing of a line, etc., but also in the higher arts of oratory, music, painting, sculpture, etc.

It follows that the first step in teaching any art is to lead the pupil to form *correct ideals* of what he is to do, and, to this end, he should be presented with models and examples. This is not only true in teaching the formative arts, as drawing, painting, etc., but also in teaching oratory, music and literature. Jenny Lind gave to her generation a new ideal of human song, and that ideal has awakened in many human voices an almost divine melody. Wendell Phillips and John B. Gough have respectively given to many American speakers their inspiring ideals of oratory.

The next step in teaching any art is to give the pupil a *knowledge* of the processes by which his ideals can best be embodied. The earlier this knowledge is acquired, the more fruitful will be his practice. But the processes of every art are based on *principles* which are included in a complete knowledge of it. These guiding principles are of little, if any, value to the young learner, and hence should not be taught too early, but in the later and higher practice of an art they are of great value and may finally take the place of the living teacher.

It is thus seen that the so-called Comenian maxim, "We learn to do by doing," is at best only a half-truth. Simple doing, without the guidance of knowledge, never made

an artist or an artisan. The poorest teaching, for example, is often done by teachers who have grown gray in the school-room. What is needed to transmute practice into teaching skill and power is the inspiration of true ideals and the guidance of correct principles. Blind experience is always and everywhere a plodder.

The arts taught in elementary schools, as reading, writing, drawing, language, music, etc., are never properly mastered by mere practice. Automatic exercises may increase mechanical facility in the repetition of known processes, but such practice never corrects errors, or suggest better methods.

On the other hand, no mistake in elementary teaching is more futile than the attempt to teach a school art by simply imparting a theoretical knowledge of its principles and processes. The mastery of an art involves the acquisition of *skill* and a knowledge of its processes and principles is chiefly valuable as a *means to this end*. Instruction without practice cannot impart skill, and hence cannot make an artist.

The old-time attempt to teach the art of using good English by means of technical grammar is an illustration of this error. This attempt was based on the false notion that skill in speech and writing is a necessary result of a knowledge of the rules of language—an error still too common in American schools. The stupid custom of teaching formal analysis and parsing before practical composition richly deserves the ridicule now heaped upon it, but is there not evidence of a tendency to the opposite extreme? It now looks as if there would soon be an opportunity to laugh at the equally futile attempt to teach the art of correct speech by haphazard, cut-feed language lessons, some of which are about as mechanical as the filling of a basket with chips and result in about the same kind of skill.

The function of language is to *express thought*, and no exercise in the use of language can impart much skill that does not begin with thought and end with its correct expression. What is needed is a language training that begins with the use of language under correct ideals and ends with its scientific study. In such a course there is a place for technical grammar and rhetoric.

For one, I gratefully acknowledge my indebtedness to Lindley Murray for some of the little skill which I have acquired in the use of the English language, and especially am I indebted to what has been characterized as the "grammatical dissection" of good English. The thorough grammatical analysis of Pollock's *Course of Time*, Pope's *Essay on Man*, and Milton's *Paradise Lost*, and later, the rhetorical analysis of Goldsmith's *Deserted Village*, and Shakespeare's *Macbeth* and Julius Caesar, gave me guiding ideals of correct, forcible, and elegant English. It is, however, important to note that these were not the studies of early childhood, and that manhood has afforded me some of the practice which was so unwisely denied in school and college.

PRINCIPLE VII.

Oral teaching and text-book study are complementary means of school instruction, the former being chiefly preparatory to the latter.

Oral teaching has three somewhat distinct phases. It includes—

1. The presenting of objects, material or psychical, to the pupil's mind, including the exciting of his curiosity, the directing of his observation, the fixing of his attention, and the affording of such other assistance as may enable him to know these objects. This may be called *objective oral teaching*.

2. The leading of the pupil to re-call and re-know absent objects previously presented to the mind and known, and by thinking to discern their likenesses and differences, their relations as parts of classes or wholes, as means and ends, as causes and effects, etc. This involves the use of words which represent concepts and ideas known to the pupil, and, being re-known, become present elements of thought. The teacher's special function is to lead the pupil to re-know these elements, and by thought to attain the desired knowledge. To this end, the teacher does not directly tell the pupil what he wishes him to learn, but by skillful direction leads him to discover or discern it for himself. This may be called *indirect oral teaching*.

3. The direct communication of facts to the pupil by means of oral language. To this end, the teacher expresses relations (new to the pupil) between known but absent objects of knowledge by means of words which represent ideas of things, qualities, actions, and relations, familiar to the pupil. The words of the teacher recall known concepts and ideas, and the pupil apprehends or thinks the relation or thought expressed, which completes its communication to his mind. This presenting of new relations of known objects to the pupil by means of language may be called *direct oral teaching*.

Direct oral teaching has been seriously and widely abused; but it is a mistake to suppose that it has no place in school instruction. Speech is one of man's highest and best endowments, but its practical value depends on its being understood. It is an important function of school education to train the pupil to apprehend thought expressed in language—to pick thought out of its verbal husk. All true teaching contributes, directly or indirectly, to this result. Every oral direction for observing, every question asked, and every expression by pupil or teacher of the results of observation or thought, increases the pupils power to interpret and use language. Even an object lesson is not a "dumb show." The pupil is not only led by questions and suggestions to observe and think, but related facts may be directly told to excite his curiosity, deepen his interest, and widen his knowledge. All three forms of oral teaching (objective, indirect and direct,) are often blended in the same lesson. It is, however, an important principle of oral teaching that *the pupil should not be directly told what he can be easily led to observe or discern for himself.*

The function of oral teaching is not only to train the pupil in the acquiring of original knowledge, but also in the acquiring of knowledge expressed in language, and it thus prepares the pupil to obtain knowledge from books. Books are the depositories of the recorded knowledge of the race, and it is only by reading books that man can come into the possession of this rich inheritance. The ability to read is the key that unlocks these treasures of knowledge, and hence the training of the pupil in the intelligent reading of the printed page is an important function of school instruction.

When a pupil apprehends facts expressed orally, he may be scarcely conscious of the word medium through which they are presented to his mind, but in acquiring facts expressed in written language, his activity is directed immediately and consciously to the language, and his energy is put forth to discern and grasp the thought embodied in it—to go from the verbal expression to what is expressed. This is evidently a more difficult task than the grasping of thought expressed in oral language, and this suggests at least that oral teaching should precede and prepare the way for text-book study in elementary schools.

The union of oral teaching and text-book study is illustrated in the teaching of reading. Reading proper is the apprehension of the relations between known but absent objects when these relations are presented to the mind by written or printed language. In primary classes, pupils are prepared to apprehend these relations, thus expressed, chiefly by oral teaching; in secondary classes, by oral teaching and text-book study united; and in more advanced classes they are apprehended chiefly by study.

As pupils pass up in the grades, they should be increasingly trained *to acquire knowledge from books by study*, and, to this end, the oral lesson should be increasingly supplemented *by the recitation with its searching tests.* There ought to be no chasm between oral teaching and text-book study in school training, but they should be harmoniously and effectively united as complementary means of instruction—and this, I take it, is the most important problem of instruction that now demands the attention of American teachers.

WHAT CAN TEACHERS DO TO SECURE PROPER HOME EDUCATION?

BY T. E. ORR.

We cannot suppose that our Executive Committee, in using the modifier home in the subject assigned me, intended to limit in any way that grand word *education*, but that they wished to have developed one phase of that work which, in its completion, causes its subject to approximate Sidney Smith's conception of the great end, when he says: "The real and highest object of education is to give the young resources that will last as long as life endures; habits that time will strengthen for good and not for evil; occupations that will render sickness tolerable, solitude pleasant, age venerable, life dignified and useful, and death not terrible." We may, and often do, speak of the education of the class-room, the education of the work-shop, the education of the counting-house; we may, and often do, use the terms education of the hands, the head, the heart, or of physical, mental, or moral education; but we use those expressions only with reference to some one of the parts which, when united,

give us the great whole. We may use the factors separately, but it is only when they are combined that they produce the grand product.

There has ever been a tendency among men to throw the responsibility upon others. The parent is too prone to entrust the proper preparation of his children for manhood and womanhood to the pastor and the teacher; the pastor or Sabbath school teacher is too apt to hold the parents and day school teachers accountable for the short comings of the rising generation; and we, fellow-teachers, must confess that we sometimes find ourselves reasoning thus; "We have control of the children but six hours of the day, five days of the week, thirty-six or forty weeks of the year—with regular attendance on their part only about one-eighth of the time; shall we assume more than one-eighth of the responsibility?" With such a basis of calculation, we may well be satisfied if we can prepare our pupils so that they are able to pass a fair examination in reading, writing, arithmetic and geography, and readily relieve our minds and consciences of the question as to their real fitness for entering upon the duties of life; but we rejoice that most of those whose privilege it is to labor in the public schools of Ohio place a higher estimate upon their work than to consider themselves mere "grade grinders." A strong and vigorous enemy makes the warrior more vigilant, but this meeting and hundreds of similar meetings, where the teachers of our public schools assemble to consult as to the best means of doing the best work, testify that it is not necessary for every scholarly man to turn his otherwise useful lance upon his brethren, in order to force them to the front ranks of the battle; nor for every ancient maiden who no longer finds market for her once interesting letters from the national capital to make of her little pencil an imaginary spear, upon which to impale her more useful sisters. Carping criticism is not needed, but in its stead that generous sympathy and able assistance which the pens, the platforms and the pulpits of the land are capable of rendering to our teachers in their efforts to overcome difficulties more familiar to them than to any other class of citizens.

The successful lawyer of to-day is not the one who is content with a plea, logical and eloquent, before the Court, when the case comes up for consideration, but the one who examines his client and all the witnesses with a view of making the most of every circumstance, of developing most perfectly everything that, as motive or aggravation, may have a bearing upon the case. To this end, how carefully he studies the characters and habits, even to the minutest details of home-life, of the principal persons involved! The successful pastor is not he whose sermons every Sabbath morning are listened to with wrapt attention by large and delighted audiences of people that seldom see him in their various homes or hear his voice outside the church; although we must confess that "itching ears" is a wide-spread disease among American people, and too many ministers yield to the cry for something sensational, and fail to cultivate that most profitable field, the home. The successful shepherd is he who knows both sheep and lambs by name, is familiar with their everyday paths and pastures, and leads them, not once a week, but daily, beside the still waters.

If these things be true of lawyer and minister, much more so of our work, fellow-teachers. If the pastor can preach the way of truth more perfectly by knowing personally the spiritual life of his people in their homes; if the physician can administer more intelligently to the bodily ailments of his patients by knowing the constitutions they inherit, their physical surroundings and personal habits, we whose duty it is to minister to the wants, physical and spiritual, as well as intellectual, of the youth committed to our care, can do so effectually, only when we make ourselves familiar with their surroundings during the seven-eighths of the time that the law supposes us to be off duty and the children free from our observation. Heaven forbid that any influence should ever destroy the sacred rights of a single member of that Divine institution, the family; but the public schools of our State, of every State, fall far short of perfect work when they fail to unite in harmonious action, for a common end, children, parents, school-officers and teachers. Any of these four elements arrayed in opposition to the other three, and we have displayed the strength of a minority, and the weakness of a majority. But the children, as a body, are just what the other three make them; and we simplify the combination by eliminating the children; also, remembering that school officers are created by the patrons at the polls, and are fitted for a right discharge of their duties just in proportion to the intelligence with which the broad sphere of school work is comprehended by the

public, and we may again reduce the number of quantities by eliminating, for the time, the school officers. This, then, narrows the subject to the parent and the teacher; and the question comes home to us in this form: To what extent are we, as teachers, responsible for the co-operation of the parent in the proper education of his child? What can we do to make his efforts and ours more effectual for good? If he is not intelligent on this subject, how may we enlighten him, and do so, not by inspiring him with a more exalted opinion of our fitness to preside in the school-room, but by quickening him into a more perfect realization of his own duties? How may we obtain from him a more hearty and effectual co-operation with us, in securing the physical, mental and moral elevation of his child? I would answer, *by becoming better acquainted with him.* This accomplished, most of our work is done; for the proper home education will inevitably follow.

The weakest point in our public school system is a lack of acquaintance between parent and teacher. Let this be overcome, and one of three results will follow: First, If the parent be intelligent and the teacher incompetent, the teacher must give place to another. Second, If the teacher be intelligent and the parent ignorant or indifferent, there will result an enlightening or quickening that will redound to the benefit of the child. Third, If both be awake to the interest of the pupil, there will be formed a unity of purpose, and there will exist an elevated mutual aim that will place the child in the purest and best influences possible for him to enjoy. In this there is manifestly a realization of those ideal conditions for which the true teacher longs.

Now, how may this acquaintance be brought about? They will not, as a rule, come to us; so we must go to them. It has been recommended that a teacher, before entering upon his work in any field, visit every family likely to be represented in his school. Laborious as this may be, if judiciously performed, it results in great good. In many so-called homes there will be such revelations of squalor, ignorance and vice as will make the teacher very charitable. In others he will get much gratuitous advice as to the best means of managing other people's children, and the whole tour may be very discouraging; but the teacher who takes this course will enter upon his work several weeks in advance of one who does not. Far be it from me to take up the mournful lamentation, "The former times were better than these," but there are those here to-day, the product of that almost forgotten system, "boarding 'round," who can trace to this feature of home acquaintance in days gone by, impulses aroused and hopes encouraged that must elsewhere have been in vain. There are teachers present who have had experience in "boarding 'round," and they can and do testify that that system, while it brought the pedagogue many inconveniences and not a few actual indignities, yet gave him opportunities for such an acquaintance with parents and children in their actual home life, as enabled him to deal with both far more intelligently and efficiently than would otherwise have been possible.

But the teacher in the graded school replies: "With the care of fifty children during the day, the preparation for recitations, the making out of reports, and the examining and grading of test papers at night, I do not now get time to read educational journals, much less devote any time to recreation; would you have me attempt family visitation, in addition to all this?" I answer, try it for a short time, and when John is absent for a day, take a little extra walk on your way home in the evening. You may be rewarded by the grateful smile of the sick boy, who, on his return, will remember your thoughtful care and prove more truly your friend than ever before. You may enlist the interest of the father and mother, who will more ably assist you in your efforts to improve the child. You may cast a ray of sunshine across a threshold, where before were only clouds and gloom. Report the results of your observations in these homes to the principal or superintendent, and, my word for it, he will remember this extra work and appreciate it, and will forget to find fault if monthly report or examination card be not quite so neat as usual.

I cannot forget the work of a teacher years ago—one of eight in a building. She was not the best informed in the branches required by law. Her school-room was not a model of neatness and good order. But no other teacher was so tenderly beloved by her pupils, or so highly esteemed by the parents. Why? Because she was a frequent visitor at the homes of her pupils. No pupil could be absent without Miss R.'s learning the cause before she considered her day's work done. So earnestly did

the pupils regard her comfort that rough boys, supposed to be indifferent to the feelings of a teacher, when detained at home to work, would find time during the day to go and explain to her the cause of absence, with some such remark as this: "I knew if I didn't come and tell you, you would come to see what was the trouble, and I didn't want you to take that long walk this bad weather." Objections could have been made by principal and school board to some of the methods of that teacher, but so far as the parents and children were concerned, her tenure of office was more enduring than that of either principal or school-board, and the work of no teacher was, as a whole, more nearly perfect. I admit that, following this plan, you may not be able to do quite so much grade work, you may not be quite so entertaining to your class in geography, arithmetic or literature; but the fact that you take a higher interest in them than merely to see how many you can bring up to a certain per cent. and push on into the next room, will certainly be appreciated by them, and fathers and mothers, seeing your object, will assist you in attaining it. Not less, but more and better school work will be accomplished, and what is of greater value, your influence for good will be felt in the homes.

How may a superintendent best become acquainted with his patrons, and most effectually enlist their sympathy and assistance? Certainly not by working himself in as superintendent of a Baptist Sabbath school that meets Sabbath morning, and superintendent of a Methodist Sabbath school that meets Sabbath afternoon. That is sure to make trouble about the holidays, when both schools want their entertainment on Christmas Eve, and our many-handed superintendent, who supposed he was doing grand work, carrying fire on one shoulder and water on the other, and making friends for himself all the time, comes to the conclusion that both are fire. However, each school decides that it is water he is carrying on both shoulders. Nor will he do well to seek admission into every civic society that may have a lodge in his town. He may secure an entrance to one, or even two, before his selfish motives may be discovered; but he is not likely to gain the confidence of his brethren unless he enters with motives better than those of the would-be-all-at-once popular young man, who sometimes finds this a rough and dangerous road. If he desires to lead the blind by a way they know not, he must have his eyes open to the fact that a thorough understanding of the way for himself is the first essential, and that he cannot by any indirection secure the object of his hopes. An association with men in a business, social or official capacity will certainly be of advantage to him as a teacher, but he must not expect any such accidents to tide him over the flood on which his own natural fitness and his preparation for the work will fall to enable him to sail in safety. Nor yet will it be well for him to become the champion of the Greenback party, the Prohibition party, or any other political organization. He may have, indeed should have, decided opinions upon the questions of the day. He should cast his vote as any other citizen, with none to question him or make him afraid; but prominence in any political organization will surely raise the cry of "offensive partisanship," and then he fails to be a welcome guest in many of the homes of his district, and loses one of the most powerful influences for elevating right and intelligence, and for putting down bigotry and wrong.

It has been my privilege to labor for five years where my nearest school-neighbor, Superintendent Charles R. Shreve, of Martin's Ferry, has completed his twenty-sixth year of consecutive service. I go to him frequently for fatherly advice and counsel, and have noticed that he draws from a rich experience, referring to difficulties that formerly existed, but which, after becoming better acquainted with his people, are things of the past. The school board and more intelligent people of Martin's Ferry know full well that so long as Mr. Shreve is able to serve them, no other man can fill his place half so well. I have reliable information that the same feeling exists in Youngstown, Fremont and Avondale, where the superintendents have occupied their present positions for a quarter of a century or more. Said a patron of one of those schools not long since: "Why, our superintendent knows every child, nearly every father and mother, and certainly all the grandfathers and grandmothers in town. When he first took charge of our schools there were pupils there who are now grand-parents, and they hope and expect to see their grand-children under the charge of their own former teacher."

A superintendent that knows the family connections and home surroundings of

the children so well can make such provision for their work in school and such arrangements for their advancement after leaving school, as will conduce to their highest and best advantage. He can make himself familiar with the daily duties of both fathers and mothers in such a way as will inspire them with confidence in his ability to direct their children into higher paths of life and thought, and that, too, without teaching them to dislike the ways and walks in which those children will be expected to earn a livelihood. Such tact and judgment, such adaptability and power to gain confidence, will do more to elevate the plane of both home and school life than the rarest scholarship unaccompanied by good, everyday common sense.

A young gentleman who had won the highest honors of his college class and held first rank in the theological seminary in his senior year, was invited to preach one Sabbath to a wealthy country congregation. The incentive was held out to him that if he pleased the people he would doubtless receive a call to become their pastor on completing his theological course; and the professors sent him forth, assured that he would succeed. He went out on Saturday morning, and was entertained at the home of Elder Brown, the most liberal contributor to the funds of the church, a farmer, resident in the edge of the little village. Making the most of the advice of his instructors at the seminary always to engage people in conversation upon topics with which they were familiar, he sat, after dinner, on the farmers' porch and delighted him by asking questions as to the growing crops and the comparative profits of raising sheep and cattle. Expressing himself a great admirer of horses, a fine blooded mare was led up, followed by a young colt. The young minister admired both, and asked questions as to their value and good qualities; but saw that he had made some mistake, as the farmer did not seem to relish his remarks about horse-flesh. He left Monday morning, fully convinced that Elder Brown would oppose him, and that he should receive no call from that congregation. Some time after, one of the professors at the seminary met Elder Brown and learned where the trouble lay. Said the farmer: "I acknowledge he preached very fine sermons, but I could not help thinking all the time how ignorant he was. Why, he asked me the value of my mare, and I told him \$300. He asked me the cost of keeping her, and I told him she earned her feed by her work. He inquired the value of the colt, and I told him \$100, when it was weaned; and then he allowed that horse-raising must be very profitable, for if the mare raised *only three colts each year*, she paid a profit of 100 per cent. annually." That young man could not minister to the spiritual interests of that congregation, nor can the superintendent of schools secure the confidence of his patrons if he display similar ignorance of their daily business. He must move around among them and acquire some knowledge of the topics familiar to them, or he cannot hope to succeed in introducing the plans he may have for their intellectual improvement.

Of course, it is impossible for the superintendents of our larger cities to have an acquaintance with any considerable portion of the patrons of their schools; but they have methods of making themselves known, of which we of the smaller towns know but little. Through the principals of the different buildings, the teachers of the various rooms, and the pupils that attend those rooms, their influence is felt in almost every home. This suggests to us another method of obtaining valuable information, the teachers' meeting. There one may impart to others the knowledge he possesses of the home-life as represented in the school. Harsh judgment will often be set aside by the information some other teacher can give. "I went to school with that child's father and mother, and I know the disposition he inherits," is not an infrequent remark where right relations exist among teachers.

Another proper channel of information is the school board. The principal or superintendent should be on terms of intimacy with its members and know the peculiarities of the different wards. He should be present at their meetings and have a voice in all their discussions. If he be a man of good judgment in a business way, he is thus able to gain their confidence and be entrusted with the management of many matters for which he is better fitted than any other person. He can settle, quietly and effectively, difficulties that, if brought up and discussed, will cause bitter feelings, will find their way into the newspapers, and will create factions in the town. The most inefficient school board I have ever known is one that meets every Monday evening. The town is not

large and it requires but a few minutes to attend to the necessary business. It is then too early to adjourn, and the members are tempted to tinker with the management of the schools—machinery concerning which they know but little. As a consequence almost every week adds some new rule or regulation to the list that is already a standing insult to superintendent and teachers. By reducing its number of meetings to two or three each year, giving to superintendent and teachers some discretionary power, that board would contribute largely to the efficiency of its schools. It is not uncommon for the superintendent to be clerk of the school board. There is a growing tendency in this direction in towns having a population of less than 10,000, and the past year has added two to the list in the larger cities. While this increases somewhat the labor of the superintendent, and may slightly interfere with his daily rounds of visitation, it gives him the advantage of contact with business men. It also places him in a position where it becomes his duty to see that the annual enumeration of school youth is taken properly. He may take a portion of it or all of it himself, or may see that deputies do the work who will not only make proper records, convenient for reference, of the names of all heads of families, of the names and ages of all children between six and twenty-one years, and of all children that will attain school age during the subsequent school year, but who will also report to him much valuable information concerning the circumstances and needs of the people of the district.

Fellow-laborers, I have named but a few of the many opportunities we possess for gaining and holding the confidence and co-operation of those for whom and with whom we labor. Those that I have enumerated are familiar to you all, and I doubt not your own experience has been suggesting many others still more powerful for good, such as the introduction of themes during the time you set apart each day for general exercises, whereby the pupil is stimulated to read the daily and weekly newspaper more judiciously, and the standard monthly magazines more thoughtfully, and by his daily investigation of these topics under the observation of his parents, to bring them to a higher realization of their duties; the circulation of papers and periodicals among your pupils, thus enabling many a father and mother to acquire ideas interesting and instructive to them as well as to their children; the selection of proper books for your public school library, including many that come within the comprehension of the pupils down as low as the Second Reader grades, and methods of distributing these books to the homes where they are most needed,—these and so many other influences for good have occurred to your minds that you have doubtless criticised my selections; but now is your opportunity to speak for my benefit and the benefit of the many present who are ready to appropriate the unpatented, uncopyrighted methods of those who labor for the same grand end—the preparation of young men and women for a right discharge of life's duties, and a proper appreciation of life's privileges.

DISCUSSION.

C. L. VAN CLEVE :—I would add a word of testimony to the value of home visitation on the part of superintendents. Too much stress cannot be laid on this. Misunderstandings can be removed, and reforms which would otherwise be opposed and hindered, can thus be successfully inaugurated and carried out.

REPORT OF COMMITTEE ON NECROLOGY.

Since the appointment of your committee this morning, intelligence has been received of the death of Prof. W. H. G. Adney, a former prominent member of this association, but more recently a citizen of North Carolina. From a paper just received from his home, we make the following extract:

"He was making himself very useful in the community in which he lived, and he dies greatly lamented. One of our most intelligent citizens remarked to us a few moments ago, 'I have rarely, if ever, made the acquaintance of such another man as Col. Adney. He was intellectual, learned and just. He was generous, virtuous and moral, and he illustrated in his daily life and character those sublime principles of forgiveness and charity taught by the Saviour.'

His end was peace. He passed away without a struggle, and has entered into rest."

The sympathy of this Association is extended to his bereaved wife and son and daughter, in their far away Southern home.

A TRIBUTE.

Since last we met, one of our number whom we honored and loved has died. He who was light and life and joy to every circle in which he moved, has yielded to the stern decree of death.

Few men had the power of attaching others to themselves as did our late brother James B. Irvin, and few men used that power as unselfishly as he. To do a favor for a friend was to him more than meat and drink. He was most happy when he was most helpful to others. He rejoiced with the schoolmasters in their successes, and in defeat and failure his words of sympathy and good cheer were balm to many a bruised heart. No draft upon Mr. Irvin for encouragement and assistance was ever dishonored.

Big in heart, as he was in body, he extended a helping hand to those whose necessities seemed to require it; he helped not grudgingly, but with his whole soul. There was no room for meanness nor littleness, no spite nor malice in his nature.

As we come together in this our annual reunion, there is a void that cannot be filled; we look, and look in vain for "the good grey head that all men knew." As we gather here in the social circle, where Mr. Irvin reigned supreme, the sense of our loss comes to us with re-doubled force. We feel that there is "something gone which should be nigh—a loss in all familiar things;" and as we remember him, the tear comes unbidden to the eye, and from every heart there rises a tribute to his memory.

It is something to have been a friend of such a man. The mention of his name for years to come will strike a tender chord in many a heart. The recollection of his helpfulness will inspire us to a kindly assistance of others. Once, in answer to a hint, he concluded to forego the pleasure of his Sabbath at home to help a friend. His wife (and who can blame her) was disposed to complain, when he said to her, "Mary, life is too short for us to be selfish, or unmindful of the happiness of others." He went and helped.

His great influence did not spring from the fact that behind him was a rich and powerful house, but from this greater source that in all he did there shone forth a supreme unselfishness. Gold cannot buy what made him the man esteemed and loved by his friends. If we who were his friends, and saw him so seldom, feel in his death a personal bereavement, how can we measure the full force of sorrow that comes to his wife, and sons and daughters? Words of ours cannot lessen their loss nor alleviate their sorrow, but we would sympathize with them in their supreme trial, and say to them what our hearts feel, that the remembrance of the life and deeds of such a kindly, helpful man, is a legacy in which they may well feel honest pride, and a noble incentive to lives of generous sympathy and unselfish action.

J. W. DOWD,
J. J. BURNS,
H. M. PARKER, } Com.

E. T. TAPPAN:—Prof. Adney was a gifted and a lovable man, a choice spirit. His life was not a happy one. It was full of trials and disappointments, but he was always patient and kind. He never murmured.

As I think of James B. Irvin, another name comes to mind of one whose face we were accustomed to see at our annual gatherings—R. Q. Beer. James B. Irvin and R. Q. Beer—would that there were more such men.

J. M. GOODSPEED:—I knew Glen Adney well. I knew him at college; I knew him in the army; I knew him as a college professor; and I labored with him in the same board of school examiners. I endorse all that Dr. Tappan has said of him.

I knew also James B. Irvin, and I am proud to claim among my friends so good a man. I cannot pay a higher tribute than to say James B. Irvin was a man. He was unselfish, generous, kind.

C. B. RUGGLES:—I rise to express my hearty approval of the report of the committee, and to endorse what others have said of my friend James B. Irvin. I knew him in some relations different from most of those who are here to-day. Belonging to the same craft, we were sometimes rivals in business; but I always found him genial and kind, generous and true. He was ever ready to lend a helping hand to one in need.

ALSTON ELLIS :—I owe much of my success to frequent meetings with Mr. Irvin. His presence always encouraged and helped. One of his most marked traits was unselfishness. His deeds of kindness were almost numberless. Whatever animosities might rise in business competition, he was quick to forget. His great kind heart prompted him to soften and smooth down all asperities.

REUBEN McMILLAN :—Mr. Irvin once visited me when my life seemed to be ebbing. "You are not going to die," he said; and I am sure his cheering presence and encouraging words helped me to live.

J. J. BURNS :—James B. Irvin was a most unselfish man. When he died I lost one of the truest and best friends I ever had.

W. J. WHITE :—I knew him for a dozen years. It was not easy to know him and not know him well. I was always glad to see him coming, and when he went I always felt better for his coming.

JOHN HANCOCK :—I knew him for thirty years. I knew him when he was teaching a country school. He was the realization of the ideal good neighbor. He was one of the most cheerful, hearty souls I ever knew.

A NEW DEPARTURE IN TEACHING GEOGRAPHY.


BY L. R. KLEMM.

Permit me to depart from the customary method of procedure, by starting from the general, and going down to the particular subject, by first directing attention to the fact that in teaching young pupils we should invariably start from sense-perception; from that the next step to conception and idea is easily taken, never *vice versa*. Show the child the particular, the concrete thing; show him several similar facts, and offer an opportunity to abstract from them, to rise from the object to the idea. Every subject of instruction in the lower schools has a certain elementary basis of sense-perception. The primary ideas resulting therefrom will be easily understood by the child, because by means of his five senses he can take them in, retain and assimilate them. If anything be taught lacking this sound basis, that is, anything the elements of which can not be perceived by the senses, it has no business to be included in the course of study of the elementary schools; it would, in fact, be like the proverbial bladeless knife that had no handle. In a measure this rule holds good in every branch of study, even in the most abstract philosophy.

A few simple examples can explain what is meant. (1) You may never see South America, yet you may obtain a tolerably accurate knowledge of the topography of that continent. And it is sense-perception by means of which you gain this knowledge. You know what is signified by such terms as elevations and depressions, peaks and ridges, valleys and heights, plateaus and plains, coasts and banks, capes and inlets, rivers and lakes, bays and harbors, islands and peninsulas, llanos and pampas, they are names of things the like of which have come under your own personal observation. And with the aid of illustrations your imaginative power may be fed sufficiently to obtain a pretty accurate idea of South America. (2) The artist who modeled the Venus of Milo may not have seen the original in reality, but his power of imagination was so great, that starting from what forms of beauty he had seen, he combined them, and thus created the graceful figure which to this day has remained the ideal of beauty. (3) No one ever saw the ideal, that is, the absolutely perfect human being, of whom we all have a more or less definite idea. His eye must have the keenness of an eagle's eye; his forms must vie in beauty with those of Apollo Belvedere; his strength must be superhuman; he must be accomplished in all the arts; be a Mozart in music, a Raphael in painting, a Demosthenes in elocution, etc.; he must be a thinker far beyond any philosopher of ancient or modern times; in point of morals he must be as unblemished as the very stars above. Where is he to be found? Yet he exists in our imagination, and he is a creation, every part of which has its origin in reality. (4) Take history: You were not present at the downfall of the Roman Republic, yet from what is told you, and from what you have experienced yourself, you can

form a vivid picture of the state of things at the time of Cæsar. And your knowledge of the events that happened 2000 years ago in Rome will be the more vivid, the clearer your ideas are of the political institutions of your own country.

Analogy and comparison are impossible, when there is nothing in your mind with which to compare. Not having a standard measure, how will you measure a distance? Every lot of instruction, every idea, every rule must be based upon, or lead back to, perceptions previously gained; and where these are wanting, they must be supplied. This is a condition of rational instruction *sine qua non*.

In the special subject under discussion in this paper, the question arises: Have our pupils the necessary basis of sense-perception when they take up the study of geography, say in the third school-year? I think not; and in the way in which geography is taught commonly, we do not even offer facilities for gaining sense-perception. Do not say: "Aye, but we do; for we start from the school-room, and gradually widen the horizon of observation." Despite this assertion, I repeat: The method in vogue is faulty, inasmuch as it fails to establish, first of all, a sound basis of sense-perception. The average teacher begins to build before he knows upon what foundation he builds. To prove my assertion I could bring in evidence enough to convince even a jury composed of proverbial court-house rats. A few facts may suffice, however.

Out of 90 pupils in a grammar school in Hamburg, only 38 had seen the sun rise; only 8 had ever noticed the Milky Way. Out of 1000 children, when entering the public schools of Berlin, only 638 had seen the evening red, only 462 the setting sun. I am prepared to give many more instances of ignorance of common daily occurrences and facts, but my time is limited. Of 502 children that entered the schools of Plauen, Saxony, last year, only 92 had seen the sun rise, and 114 had seen the sun set. You may be tempted to say: "These frightful examples of ignorance were found in Germany. God be thanked, they can not be found in enlightened America." This is but poor consolation. I claim these cases have been systematically enumerated in Germany, because there, teaching is a profession, and people there are accustomed to treat educational questions with scientific thoroughness; while in this country, as Hon. Henry Barnard, of Connecticut, says, "The business of education is pursued with an utter lack of system, with complete, unsympathizing, independent, self-dependent isolation of effort." I am confident that our American children, if examined, would be found to exhibit the same deplorable want of information. Dr. Stanley Hall has proven this satisfactorily to all who are not prejudiced. My own experience during 20 years in the school-rooms of this country, is in substance the same.

The greatest error then which prevails in the teaching of geography is the lack of preliminary steps. In every other branch of study, even the most inferior teacher proceeds somewhat rationally, but geography usually begins, I am sorry to say, with the introduction of the text-book.

Ritter, the father of modern geographical science, says: "The most natural method is the one which makes the child familiar with reality first, which lays a sound foundation of geographical knowledge gained through actual observation of that part of nature which surrounds the child. Here he is to learn to see. Whether he lives in the city, or in the hamlet, on the mountain, or in the valley—it is certainly not within the four walls, not from maps, and not from the text-book, but in nature alone that knowledge of nature will be gained by him. Nature ever remains the same; she knows no typographical errors, no blunders in drawing, no want of discretion. Nature's teaching is always perfect. This elementary method combines all the requirements of science; it furnishes the stratum of concrete knowledge, from which abstract ideas are drawn. Amid nature, the child learns to know the country in all its various conditions, and learns to recognize it even on the flat-surfaced representation—the map. If this genuine elementary instruction be given, all difficulties of subsequent instruction in geography are removed."

I know I am not saying anything new. Other people have spoken of the necessity of laying the foundation correctly, but what I desire to do is to show you how this can be done. During the summer, I frequently take my children into parks and out into the country. Let me describe one of these excursions. One morning we started out due east, which direction was fixed by the rising sun. We roamed about, till we found the source of a brooklet. Here I began my lesson on watersheds, river systems, etc. Here the children saw the very beginning of a water-course. They noticed the water trickling from beneath the roots of large trees, till it increased enough in bulk and force to run along in the form of a creek. Here they learned by actual observation what a watershed is, seeing one

spring descend on the one side of a ridge, another on the opposite side. We then followed the brook, saw it grow deeper and wider by the influx of other springs. In following it, we sometimes cut across the fields where certain curves in its course would have prolonged the excursion unnecessarily. Every curve, hill and valley was carefully sketched on a slate as we proceeded. When we reached the end of the brook, we saw where it emptied into the tributary of a larger river. Ascending a hill, we could see the river meander through the country, could see that it was bridged over in the neighborhood of the city. And on this excursion we noticed hills, rocks, slopes, plateaus, woods, meadows, fields, plains, valleys, paths, high-roads, railroads, farm-houses, and settlements. The observations were all carefully noted down on our slate, and the names were repeated, and thus fixed in the memory. The children learned to distinguish the different kinds of grain, many kinds of trees, certain minerals, birds and insects; and thus we mingled a little natural history with our geographical lesson. At home we had a review-lesson, which proved incontrovertibly that this kind of instruction is the most successful of all.

We may call this an ideal lesson in geography. Circumstances, as they prevail in our schools, make it next to impossible to follow this example. All things considered, however, I dare say, if a teacher of a Third Reader grade would take her pupils out of town, and take a position on the top of a hill, if there is any within reach, and then and there point out the different things to be seen,—I am sure the children would learn more real geography in one half hour, than they could in a year from the printed page. Some cities are favorably situated for such instructive excursions: and if the school authorities were asked for permission I believe they would not refuse it.

If, however, this ideal instruction in geography be considered impracticable, we might substitute something in place of nature, something imitative of nature, by which to form that primary basis of sense-perception, without which instruction in geography will never have lasting results, something better than the flat surfaced representation—the map. We can make the hills and the valleys, the capes and the ridges, the plains and plateaus, the water-courses and water-sheds, by procuring a large baker's pan of galvanized sheet-iron, and with clay, sand, gravel, a few sticks and twigs, and water we can mould mountains, hills, and show lakes, rivers, etc., and thus create a fancy representation which offers in a measure what nature itself offers. In this way, too, we can lay out a city or village, a whole state or continent in the rough. In short, by way of imitation, we can establish all the primary ideas desirable for a thorough comprehension of the subsequent instruction in geography. We must dismiss from our mind the erroneous idea that we may take for granted the existence of certain elementary ideas in our pupils. Rather presume too little than too much. Again I state, that I am saying nothing new. I only intend to lead up to a point which will be new.

A large pan such as I have described ought to be furnished by the school authorities to every Second and Third Reader grade. Then, when the preliminary steps to the study of geography have been taken, we may introduce such relief maps as are now patented in this country. They show elevations and depressions and water-courses in superficial projection. They are made of papier mache, and will be covered with slating or other cleansable substances, adapted to receive oblitative marks, made with slate or lead pencil or crayon, and may be used as slates. These maps serve to bridge over the chasm between nature and the flat-surfaced representation—the ordinary map.

Let me submit to your earnest consideration these questions: Has not geographical knowledge, for ages, been wrested from overstocked maps? Had not the child to search painfully among a bewildering mass of data and facts for those that were to be committed to memory? Was not a systematic progress, step by step, impossible? Now, just as little as a teacher would give into the hands of a child a copy of Webster's Unabridged, when he is to begin the study of reading, just as little can it be rational in geography to place before the child such a map. We must grade the matter of instruction in geography, just as we grade the matter in reading, in arithmetic, and other branches. Relief maps of this kind would facilitate this grading, as well as present opportunities for the gradual up building of a geographical knowledge, as gained item by item by the child.

They can be made as cheap as common maps, and will therefore meet the formidable objection of cost raised against relief maps heretofore. Upon these maps may be entered as upon a slate, the data to be learned, and thus the child is made self-active, it learns by doing. When the lesson is completed, the marks and names entered upon it are carefully erased with moist sponge, and we are ready for a new, or for a review lesson.

And now we ascend to the higher grades, the Fourth or Fifth Reader classes. Thus far, I understand, few teachers, if any, use a text-book in teaching geography. From this grade upward, the text-book is used everywhere. I am not in sympathy with this. I cannot recommend any text-book that contains more than maps and illustrations. It should contain no text, should, in fact, be no text-book, but an atlas, pure and simple. Why? I shall state further on. And as to the wall-maps, I have my serious doubts as to their usefulness in their present condition. A wall-map to be used in the Fourth or Fifth Reader grade should have recorded upon it nothing but what belongs by right to a picture or representation of nature, and therefore it should contain no lettering, no names. Permit me to present to your consideration a map which I made for my own children. I procured from Mr. Lyon, of Oberlin, O., a portable blackboard, drew the map by means of the pentagraph, and colored the water-courses pale blue. In order to make it less destructible I gave it a waterproof, cleansible surface. Let me show you how the map may be used. It contains, as you will notice, only the outlines of the continent, exhibiting "terra firma" in black, oceans, lakes and water-courses in blue, and no name whatever.

The teacher, pointer and colored crayon in hand, pointing to the sources of two rivers that run in almost opposite directions, draws out by a few leading questions, that here must be a water-shed. Children who have been taught as I indicated at the beginning of my discourse, are able to thus reason from effect back to cause. Knowing that water seeks its level, they will, with great decision and accuracy, fix upon the map all important water-sheds of the country. These are marked with crayon by the teacher himself, or by pupils under his direction. By degrees the map is stocked with all the elevations to be learned. This takes very little time, and has the great advantage of concentrating the pupils' attention. Every name thus learned, both of mountains and rivers, is written on the board; the name of the main river in the middle, below it on the left its left tributaries, on the right its right tributaries. These names are left on the board a few days. They are spelled and copied. The names of elevations thus learned are grouped and treated likewise. The coast line, islands, capes, inlets, peninsulas, etc., are pointed out, marked with crayon, and named. Thus crayon and pointer are ever kept busy in bringing out new points. The coast line and general configuration of the continent may be taken for one lesson, the rivers for another, and so on. After the lesson is over, all marks are erased, and now the pupils are called upon to mark points themselves, and thus learn by doing.

Thus we may suppose topographical facts of the most vital importance to have been learned. In a subsequent lesson, a little green crayon dust, laid on with the finger-tip, may indicate fertile valleys; white dots or lines, snow covered mountain ranges or peaks; various depths of the sea, and other things, may be marked, and the topography is disposed of. Now political boundaries are marked. So, for instance, a state is "cut out" by white or colored crayon, canals and trunk-roads are entered upon the map; and I need not say that the location of cities forms a most valuable and entertaining lesson.

The fact that whatever geographical data are spread upon the map may be easily and safely removed without the least injury to body or surface of the map, gives an opportunity for the pupils to be self-active, and these "practice maps" are therefore a most welcome medium of instruction. They are also distinguished from others now in use by containing no lettering, and therefore present a more perfect image of the country portrayed. The names on the map used by children are like ponies and keys in arithmetic, and only disfigure the map, and confuse the mental picture. These "practice maps" do not displace the ordinary printed maps, so long as our teachers are not omniscient. When the pupils have thus learned geography by degrees, it is well to permit them to consult liberally stocked maps. Primer and reading charts naturally precede the dictionary and complete works of authors.

To give due honor to truth, we all labor more or less under the delusion that a map is good when it contains much, that it is poor when it contains little. In the common sense of the term, the word good is not misapplied. The map of a military leader must contain every turnpike, path, hamlet, brook, creek, bridge, marsh, grove, hill, etc., if it is to be a good map. A commercial map, if it come up to the merchant's idea, must contain all the information of value to him; I need not enumerate these things. The geometer again has a different standard of value. And so have we ours. A map for the school-room should contain what the children are to learn, certainly very little if aught more. To give into the hands of children, or hang up for use, an overstocked map, is like giving the children a lexicon instead of a reader. In teaching literature, give them selections, and object to complete works of authors. In history we use mere skeletons of

data and facts, and supply the remainder by word of mouth. In every branch of study we leave the limits of the matter of instruction to the discretion of the teacher. Why not do so in geography? Why should we put up with overloaded maps?

I have asked the question elsewhere, and the timid answer came: "We have to take what the publishers offer us." I do not believe this need be the case. The publishers are merchants. The steady force of the law of supply and demand, and the sleepless instinct of gain determines what they should offer for sale. If such maps as these "practice maps" were wanted by a great number of teachers, you may depend upon it, they would make their appearance in due season. No, the fault lies with the teachers, and with the unnatural and irrational method of teaching in vogue all over the country; it lies with the school authorities, who in many cases labor under the common error that the more a map contains the more perfect it must be.

Sensible teachers have helped themselves by resorting to the blackboard. They sketched or drew the outlines of the map, traced the water-courses with blue crayon, and then proceeded as indicated before, that is, spread upon the map by degrees all information of value, until the pupils' knowledge was extended enough, and their comprehension developed enough to make sensible use of printed maps. But I have noticed in these cases a great waste of time, much unavoidable inaccuracy on the part of the teacher, and many misconceptions on the part of the pupils.

I have little to say upon the subject, as far as it concerns the upper grades of the Grammar School and the High School. Those maps may be used which are liberally furnished with information, provided rational instruction has preceded in the lower schools. Teachers of higher grades have just cause for complaint. Their pupils have not acquired a knowledge of geography as they should have done. The memory (evidently the faculty upon which we have to rely most in teaching geography,) retains willingly only that which has gone through reason and understanding. Whatever the mind does not grasp, is difficult to remember. Not everything to be learned can be understood, however, still we may make it palatable and digestible by connecting with it incidents of interest. So, for instance, a child who hears the laughable story which led to the naming of Cape Finisterre, and the trivial reason for the naming of Cape Cod, or Cape Farewell, or Cape Verd, etc., will not easily forget these names. All this is so self-evident, that I feel as if I paid small compliment to you by repeating it. But I do it to point out the utter absurdity of learning geography from the printed text. Here are a few tid-bits of information as found in some geographies.

"Zenith and Nadir are two Arabic words imparting their own signification." (How lucid!) "Land is either level or diversified by elevations or depressions." (How wonderfully clear to children this must be!) "Commerce consists in the exchange of commodities." (Is it possible?) "North America, lying in three zones, and traversed by lofty mountain ranges, is marked by astounding varieties of climate and productions." (Will not this cause mental dyspepsia?) "Extensive forests of deciduous trees cover this section." "Indian mounds of an unknown antiquity are found in Georgia." Verily, we cannot thank kind Providence enough for having gifted the human memory with the happy faculty of throwing off what has not gone through the mill of reason and understanding. What a frightful waste of energy is there in schools, where such unpalatable and indigestible matter is set before the pupils who are told to "study" their geography lesson.

I cannot refrain from quoting Goethe; the temptation is too great. We find in "Goetz von Berlichingen" the following conversation: Goetz, Lord of Faxthausen returns home, and meets his son Carl.—Carl: "Good morning, father!" Goetz (kisses him): "Good morning, boy; how have you all spent your time?" Carl: "Well, good father! Auntie says, I was right good." Goetz: "Indeed?" Carl: "I have learned a great deal." Goetz: "Indeed?" Carl: "Shall I tell you the story of the good boy?" Goetz: "After dinner, not now." Carl: "I know something else." Goetz: "What may that be?" Carl: Faxthausen is the name of a village and castle on the river Faxt, belonging to the Lord of Berlichingen, for the last 200 years." Goetz: "Do you know the Lord of Berlichingen?" Carl (looks at him in mute astonishment.) Goetz (aside): "The boy has become so learned, that he does not know his own father." (To the boy): "To whom does Faxthausen belong?" Carl: (reciting) "Faxthausen is the name of a village and castle on the river Faxt—" Goetz: "I did not ask for that. (Aside.) I knew all the paths, roads and fords, before I knew the name of river, castle and village."

Now I do not mean to accuse the teachers of to-day of teaching with such results as Goethe here describes it to have been done in the Middle Ages. But I mean to state, that we are constantly subjected to the temptation to thus teach geography, as long as we have text-books. What can a teacher mean, when assigning a lesson in such a book? What else, than to commit verbally to memory such and such a page. That this is literally true, is seen the next day, when he "hears his classes." He conducts recitations. What is a recitation? Webster and Worcester say: "A recitation is a repetition of something committed to memory."

Now I certainly do not denounce recitations in geography, or in any other study, for I want my pupils to frequently repeat what they have learned, but I expect and require them to do it in their own words. A definition wrought out in the mind of the child by his own self-activity, even if it do not cover the entirety of the subject, is vastly better than one committed from the printed page.

To sum up: The ideal method in the lower grades, of course, is to let the children make the acquaintance of Mother Nature herself. That being out of the question in many cases, we can imitate her, and mould those objects which will give the primary notions and ideas, absolutely necessary for the subsequent abstract instruction. When these primary ideas are well established, when the child has become acquainted with the position of the schoolhouse, yard and neighborhood, with the cardinal points, with the city and its vicinity, with the river, or the lake, as the case may be, when he has gained some definite ideas of distance, when he is able to comprehend the relation between reality and its representation, then such practice-maps, as I have described, both relief and flat-surfaced maps, and in absence of these, the blackboard may be used. We must remember that "a good teacher is known from the intensity of attention with which the pupils follow his instruction, and from the amount of crayon he uses." And as to text-books—let them be atlases, containing no text whatever. The maps should be elementary maps, not overstocked with data and lettering of all kinds, tending to blur the child's image of the respective country or section. Let these maps be accompanied by illustrations of cities, landscapes, vegetable productions, animals, modes of communications and occupations, buildings, etc., etc. *But do away with the terrible temptation to make the pupils thoughtless prattlers.*

DISCUSSION.

B. A. HINSDALE:—I am much interested in the paper to which we have just listened. The importance to the child of having laid in a good store of sense-experience before he comes to book geography is well expressed in the paper. The same applies about equally to the school readers. Nearly all our readers are prepared from a country standpoint. The lessons treat chiefly of country scenes and country life about which city children have very little experimental knowledge, and they are not prepared to read these lessons intelligently. Our city children are called upon to use books which deal with things they have no sense-experience of.

I am not prepared to speak positively of the devices suggested for turning the flank of this difficulty. I have doubts about the success of attempts to teach geography from a tin platter.

J. W. DOWD:—As samples of the results of attempting to teach little children geography from books, the following answers of pupils are in place: "The axis of the earth is an imaginary line on which the earth performs its daily devotions." "The compass is a secular box containing a magnified needle which has the singular propriety of always pointing to the north."

Wall maps may serve a good purpose, but they often become mere crutches on which pupils are permitted to lean in time of recitation.

JOHN HANCOCK:—Our tendency is to swing to extremes. Text-books are good things in their proper place. We should avoid getting too far away from the well-trodden path.

A PENNSYLVANIA TEACHER:—The magic lantern may be made to serve an excellent purpose in geographical teaching. A small expense will in this way bring almost the whole world before the eyes of the pupils.

TEMPERANCE IN RELATION TO PUBLIC EDUCATION.

BY MRS. FANNY W. LEITER.

MR. PRESIDENT, AND MEMBERS OF THE OHIO TEACHERS' ASSOCIATION:—It is only necessary to refer to the history of the educational interest in the single State of Ohio to appreciate the fact that the idea of the common school system had its origin in the necessities of a republican form of government. Successive legislative enactments prove conclusively that public schools are designed to wield a positive influence upon the character of youth who are to become the future actors in governmental affairs. The strong utterances of some of the earlier Governors of the State upon this question received additional emphasis in 1861, when the decree of the people placed this great interest beyond the clutches of expediency by crystallizing those utterances in organic law.

In making such provision as has secured a thorough and efficient system of common schools, the General Assembly has never hesitated to tax the wealth of the State, that its children, rich and poor, high and low, may have equal opportunity, so far as rudimentary knowledge is concerned, for developing citizenship in the truest, highest sense of that term. The public school system of Ohio, as it exists to-day, is abundant proof that the Buckeye State does regard the education of its children among the first interests that should claim the attention of a free, enlightened people, as was uttered by Gov. Trimble in 1826: and the sessions of this Association bear satisfactory evidence that our educators are true to the trust placed in their hands. But, while we are appreciating these advantages and results, it is impossible to lose sight of the fact that side by side with this grand provision for perpetuating and perfecting the commonwealth, a second system of education has been progressing, whose results are diametrically opposed to the cherished idea of our forefathers, aiming to build upon a permanent and reliable foundation. We refer to the educating tendency of the *American saloon*.

It is not necessary, in the presence of this intelligent audience, to mention how thoroughly this system of instruction has become entrenched in our own State, nor how potent, with its political anchorage, backed by millions of money. It certainly cannot be necessary to state that how to cope with this saloon system of education and its disastrous results is the great problem of the day that is enlisting the earnest thought and endeavor of statesmen and philanthropists. Educators surely know that by the grip of the saloon all the grand possibilities of education and culture are throttled.

The characteristics of this government that make public schools desirable and efficient, make the saloon objectionable and disastrous. So thoroughly does the saloon antagonize the school, that thoughtful people are beginning to recognize the importance of securing to our youth some method of immunity from the temptation for drink. It is of little consequence to the State how thoroughly the discipline of education may have fitted an individual for the duties and privileges of citizenship, if an appetite for alcoholic beverages unfits that individual for the exercise of those duties. We are beginning to wake up to the fact that the school system should include some provision through which the results of education may be secured against the ravages of drink.

Every true mother understands that that which she would have developed in the life of her child ought to become a part of the teachings and discipline of the nursery. Every minister of the Gospel understands that that which he would have developed in the life of his church ought to become a part of the teachings of the Sabbath-school. It is not difficult to believe that that which we would have developed in the life of the state ought to become a part of the authorized teachings of the state. If we would make sobriety a ruling characteristic of the people of Ohio, the necessity for sobriety in all its bearings should become a part of the educational system. Experience and research have developed certain facts as to the effects of stimulants and narcotics on the human system, of such a character as to lead to the belief that if these facts were placed in the possession of our people during the early formative years, this knowledge would prove a safeguard against the temptation, and so become, in a manner, an antidote for the vice of intemperance. This has given rise to a department of the work of the Woman's Christian Temperance Union known as *Scientific Temperance Instruction*. The aim of this department is to secure a State law that shall require the teaching of Physiology and Hygiene, with special reference to the effects of alcoholic drinks, stimulants, and narcotics, in all schools supported

by public money or under state control. Fifteen States have already passed such a law—ten during last winter.

In the prosecution of this work some questions have arisen :

1. As law pertaining to education is permissive rather than mandatory, it is already the privilege of local school boards to introduce this subject in the adopted curriculum, so we are asked, "*Why are you seeking compulsory law?*"—to which we give answer :

Because, no study goes universally into, nor remains for any length of time in public schools, unless that branch is recognized by law; and because the special preparation necessary to teach a new study can only be assured when the law requires it of teachers.

2. *Is it practicable to teach all pupils in all schools under public control* as required by the law passed in several States?

In States where the law is operating with a reasonable degree of success, a series of at least three text-books on this subject is considered necessary; one for academic grades containing more physiology; another for intermediate with less physiology and more temperance; and a still simpler one for primaries.

3. The bill that was pending before the Ohio Legislature for two winters, required "*Alcoholic drinks, stimulants and narcotics*," to be taught, etc. The term *narcotic*, being one of wide range, proved a stumbling block to several members of the House Committee on Medical Colleges and Societies, to whom the bill was referred. They claimed that if we attempt to teach *narcotics* in all the grades, the schools will fall because of their own weight; and seven eighths of the district teachers will fail to secure certificates.

In reply to this, we will state that *only those stimulants and narcotics are referred to, whose use has become prevalent to the detriment of the people*, as alcohol, tobacco, opium, chloroform, chloral hydrate.

4. The objection is invariably urged that this temperance instruction will necessitate an extra outlay for books on the part of parents, besides placing an additional burden upon teachers and pupils who are already over-taxed.

I desire to ask the educators in this State, whether it is not a serious defect in our plan that physiology, with special reference to the general laws of health, is not earlier introduced in the public school course? As it is to-day, our children enter and pass through the entire list of grades to the high school, having attained the age of fourteen or fifteen years, before gaining any adequate idea whatever of laws by which health may be preserved; and we can testify in more than one case, that through ignorance of these laws, seeds of disease have been sown that will go with the individual through life. So essential is a sound body to the successful operations of a cultivated mind, that hygiene should become a part of the earliest training of the child.

There is another reason why this temperance instruction should be introduced in primary and intermediate grades. Statistics show that ninety-five per cent. of all pupils entering public schools fail to reach the high school.

A law requiring temperance instruction does not necessitate a temperance lesson every day by any means. The methods for carrying out the spirit of the law can vary according to the grades, and the judgment of the instructor in charge; and it is not absolutely necessary that a text-book be placed in the hands of each pupil, save in advanced classes. In many district schools, the intermediate work can be used as a reader, as is history in some of the towns of the State.

5. A short time previous to the enactment of the law in Pennsylvania and Massachusetts, opposers circulated the statement that this entire educational idea, as it bears upon temperance, is a text-book scheme in the interest of certain authors and publishers.

One of the great hindrances to the progress of this work has been the lack of suitable text-books; but through the efforts of the national superintendent of this department, Mrs. Mary H. Hunt, of Boston, this has largely been overcome. The labor of securing authors who could and would adapt their books has been a history in itself. But one work has, as yet been satisfactorily adapted,—Prof. Dorman Steele's *Hygienic Physiology*. This receives unqualified endorsement of the national department, because the question of narcotics is fairly and fully handled, and so woven into the structure of the book, that, as pupils learn of the various organs of the body, they learn, in that connection, the effect of narcotic habits on those organs.

In providing a work for intermediate grades, a temperance physiology has been prepared under the supervision of Mrs. Hunt, through the agency of prominent educators. This contains only sufficient physiology to make the laws of hygiene intelligible.

The *Child's Health Primer* tells the story of the laws of health and the evils of alcohol

and other narcotics, in language that the child five or six years old cannot fail to understand, and in a pleasing, winning style that warns and instructs.

These three books are published by A. S. Barnes & Co. While we fully and heartily recommend these works, we desire to state just here, that in no sense is this educational department in the interest of any particular author or publishing house, to the exclusion of others who may successfully provide for the requirements of compulsory law in this direction. As evidence of this, permit me to quote from the report of Mrs. Hunt.

"The selection of such text-books for schools as teach the truth about alcohol is of so much importance that the W. C. T. U., through their national department of scientific temperance instruction, propose to indorse impartially, in proportion to their merits, all text-books on this theme, and pledge the influence of the organization to secure the introduction of such books into schools, and warn their friends against all thus unendorsed."

The question of text-books is a secondary consideration—one that can be satisfactorily decided by educators after a compulsory law has been secured. Any objectionable feature that may arise in connection with the text-book need, will naturally correct itself under the management of law-abiding men who have the educational interests of the State thoroughly at heart.

This plan of handling the great problem of the nineteenth century is getting at the root of the matter. We may secure this year, or next year, or within five years, a constitutional prohibitory law, but unless coming generations are also taught as to this curse, what it has meant in the past and can only mean in the future, twenty years hence may find the second condition worse than the present.

We propose that our children shall be taught what alcohol is, and what it will do to the body, trusting that, through this knowledge, the individual can guard against the formation of a dangerous appetite; and through sobriety on the part of the individual the highest interests of the nation can be secured and protected.

During the coming winter, obtaining a compulsory temperance education law will be made a leading line of work of our organization, and in this effort we need the sympathy and influence of the educators of the State. We fully appreciate the plea that teachers are already burdened, but the importance of this undertaking constrains us to ask of this association some expression in the matter, believing that Ohio will come to the front on this question, as have instructors in other states; and that in consequence of your hearty indorsement, a sober, upright citizenship will rise up in the future to call you blessed.

OHIO TEACHERS' READING CIRCLE.



REPORTS OF CORRESPONDING MEMBERS.

S. H. HERRIMAN, Medina County:—We organized and started with a good deal of zeal. Good has been done. We have found difficulty in some of the back townships for want of any common center of operations. We have six local circles, most of which hold weekly meetings. Some of them started with forty members. After two years, the average membership is about twelve each. Others besides teachers have joined in the work. We have held regular county meetings, and some of these have been very interesting and profitable.

The work prescribed in literature and pedagogics has seemed to us too heavy to be done as we think it ought to be done. The course prescribed in some other States is lighter than ours. That for the State of Michigan is as follows:

First Year: Professional—Page's "Theory and Practice of Teaching." History—Barnes' "General History" to p. 312. Literature—"Swinton's Studies in English Literature," with supplementary reading. *Second Year:* Professional—"Putnam's Outlines of Theory and Art of Teaching." History—Barnes' "General History," completed. Literature—"Swinton's Studies in English Literature," completed. *Third Year:* Professional—Bain's "Education as a Science." Psychology—Haven's "Mental Philosophy." History of Education—"Browning's History of Educational Theories." The following reference books are recommended to members of the circle: A dictionary; an atlas of ancient

and modern geography; either the "Dictionary of Education and Instruction," or "Cyclopedia of Education," and the "Power and Authority of School Officers and Teachers."

We are still hopeful. Our purpose is to press on.

C. F. DEAN, Fayette County:—The work has been undertaken in but one township of our county. One very important result is the stimulus which has gone out among the young people other than teachers, in the direction of good reading. It also begets more of the reading habit among teachers, and many have gone on and read outside the prescribed course.

G. W. HENRY, Columbiana County:—A good deal of good has been done. Most of the teachers in the towns have completed the work prescribed; but we have failed to reach the rural districts. The course has seemed to us not sufficiently elastic.

MISS M. W. SUTHERLAND, Richland County:—The only organization in our county is in Mansfield; but a good many individuals outside have undertaken the work. A good deal of good work has been done in the Mansfield circle. Our circle consists of twenty-five ladies—not one gentleman.

MISS BETTIE A. DUTTON, Cleveland:—We have an organization in Cleveland which we think has been the means of good. Some of our meetings have been very profitable.

J. S. CAMPBELL, Delaware County:—I believe there are several local circles in our county, that in the town of Delaware being the largest, numbering about fifty members. The tax levied by the Board of Control has been paid by our circle.

FREDERICK SCHNEE, Summit County:—Local circles have been formed in some of the townships, in which good work has been done. Some county meetings have been held, but no permanent county organization has been effected. The large number of teachers belonging to the C. L. S. C. has stood in the way of a teachers' reading circle in Akron.

D. R. BOYD, Van Wert County:—The C. L. S. C. has stood in our way also. Of our corps of twenty-two teachers, eighteen belong to the C. L. S. C. Our county examiners have inaugurated a good work among the teachers of our county. They recommended certain books on pedagogy, on which all candidates for certificates must be examined. At the first examination following, only four out of thirty-three candidates received certificates. This waked up the teachers all over the county. They bought books and went to reading. It is now understood that to get a certificate in Van Wert County it is necessary to study pedagogy.

J. C. HABTZLER, Licking County:—Mr. Boyd has indicated a sure way of securing attention to reading on the part of the teachers. Examiners have a great opportunity. Teachers need a stimulus, and examiners can supply it. Many will never do this reading until they are compelled to do it, and examiners are the only persons who can compel them.

Several local circles have been formed in our county, and a good deal of reading has been done.

THE CHAUTAUQUA IDEA AS RELATED TO PUBLIC EDUCATION.

BRIEF SYNOPSIS OF AN ADDRESS BY J. H. VINCENT, D. D.

When I proposed to Mr. Lewis Miller the founding of a Sunday School Institute, with an annual session of three or four weeks, the question at once arose, where? He said, "the woods;" I said, "the town;" he, being a majority, prevailed; and we came to explore the shores of Lake Chautauqua.

Chautauqua has come to mean more than six weeks in the woods. It does mean legitimate recreation, but it means far more. It means instruction, stirring sermons and lectures, inspiring music; in short, moral, spiritual and aesthetical uplifting.

Chautauqua is a protest against the mercenary idea that all that most boys and girls need is enough education to enable them to get along, to keep from being cheated, and to do the common business of life. It is also a protest against that other false idea that the

higher education is only for the professional classes; and against the heresy that only the wealthy may aspire to a liberal education. I imagine I hear some wealthy imbecile delivering himself thus: "My grandfather went to Ha'va'd, my father went to Ha'va'd, and I went to Ha'va'd myself, and my son must go to Ha'va'd." Liberal education for none but the wealthy, indeed! Against such an infernal heresy Chautauqua enters her most emphatic protest.

And Chautauqua protests, too, against the notion that within the four walls of a school-house is the only place where education can be obtained, and that it is only for the young. Chautauqua opens up broad possibilities for everybody, old and young, high and low, rich and poor.

If I wanted to make a blacksmith of a boy, I would first give him a college education. In this country, a man is never intended to be only a blacksmith—he is to be a citizen. There is not a subject in the college curriculum which a blacksmith, as an American citizen, does not need to study. We want citizens in this country who will not vote as designing men tell them—we want independent voters.

My blacksmith is to be a husband and a father, and a reliable and influential man everywhere. If all our artisans were educated, the prevalent ideas of the degrading tendency of trades and labor would quickly disappear. And my blacksmith is to be a church member. If I could put into the average ten-dollar pew a lot of brains, I'd improve the pulpit before long.

The Chautauqua idea is popular education. The C. L. S. C. covers the college outlook. It brings to the homes something of the light and inspiration of the college. John reads Livy at college, mother reads a translation at home, and they talk it over together and keep in sympathy, and John thinks "What a splendid mother I have; she knows all about the things I learn at college."

The C. L. S. C. is spreading far and wide. A recent report comes of eight hundred members in Japan. I could tell you stories by the hour of men and women quickened into new life, who supposed all possibilities of education for them had passed. A Methodist D. D. and a Presbyterian D. D. graduated from the C. L. S. C. course and received their diplomas at the same time.

But objections have been raised. We have been told that we are fighting against the colleges—that we make our young people think they do not need to go to college. The C. L. S. C. is a John the Baptist of the college and never a substitute for it. If it does not add twenty-five per cent. to the number of college-goers in this country, I shall consider it a failure.

It has been objected that we are lifting people above their business. I hope we are. That is what most of us need.

Chautauqua has been called a money-making institution. I wish it could make more money. Lewis Miller has spent thousands of dollars here for which he'll never get a cent in return. The charter forbids that one cent received here should ever be diverted from the purposes for which Chautauqua was founded. The lectures and entertainments given on this platform last year cost \$19,000. There is still some debt. We hope to realize enough to pay this and make needed improvements.

But we are told that the education which Chautauqua gives is superficial. Yes, it is. It cannot be otherwise. In a sense, all education is superficial. What we attempt here starts and quickens. It develops latent power in men which they never knew they had. It touches men in new places. It is not superficial in any bad sense. We give diplomas. Yes; but the holders can read them.

Teachers of Ohio, we've welcomed you to Chautauqua. We bid you farewell with regret. Come again.

MEETING OF SCHOOL EXAMINERS.

Immediately at the close of the morning session of the General Association, July 8th, a meeting of the County, City, and State Examiners was held. Hon. L. D. Brown, State Commissioner of Common Schools, was called to the chair. The chairman stated the object of the meeting to be to arrange for a meeting in December, in the holidays, and to consider methods for improving upon the present independent system of examinations.

Upon motion of Prof. W. G. Williams, of Delaware, the meeting was merged into the Ohio School Examiners' Association, and A. B. Johnson, of Avondale, the president of the association, took the chair.

Supt. Johnson made a statement of the objects of the association, explaining the cause of its interruption during the past year, and very earnestly emphasized the importance of the work that the association was organized to perform.

Dr. E. T. Tappan moved that a committee of two be appointed, who shall, with the president as chairman, constitute an executive committee, who shall provide for the December meeting. The president appointed Prof. W. G. Williams and Major W. J. White said committee.

Upon invitation, Mrs. W. G. Williams presented the interests of the Ohio Teachers' Reading Circle, and asked of the examiners that they take into account, in issuing certificates, the work done by the applicant in the reading circle.

Prof. Kirkwood moved that the text books adopted by the O. T. R. C. on theory and practice, be standard text books on that subject for school examiners.

State Commissioner Brown favored the motion.

Supt. D. R. Boyd, of Van Wert, thought the plan a good one, and said that the plan had been used in his county. He had himself sold thirty copies of Page in answer to the general call.

Supt. Lewis bore testimony to the same effect, and named Wickersham as an excellent work on the subject of theory and practice.

Supt. Jackson, of Fostoria, thought that the School Commissioner should name the book to be used in theory and practice.

The School Commissioner was asked to issue an early call for the December meeting, setting forth the objects to be taken up and considered.

Upon motion the association adjourned.

S. F. DeFORD, *Secretary.*

A. B. JOHNSON, *President.*

STATE EXAMINATION.

There were eighty-two applicants before the State Board, at its recent session at Columbus. Following are the names of the successful applicants:

Life Certificates—Lewis D. Bonebrake, Columbus; F. Gillum Cromer, Union City, Ind.; Charles E. Flanagan, Batesville; H. C. Muckley, Pierce; Frederick Schnee, Norton Center; Daisy M. Scott, Columbus; J. A. Shawan, Mt. Vernon; J. L. Trisler, Harrison; W. W. Weaver, Columbiana; William G. Williams, Delaware, and Frank Aborn, Cleveland.

Ten-Year Certificates—John W. Jones, Lebanon; Ida L. Baker, Woodville; Carrie A. Beach, Racine; T. R. Berry, Miamisburg; Cina Bowen, Sharonville; W. T. Bushman, New Lisbon; John A. Cassedy, Clarksville; Emma Deterly, Columbus; R. E. Diehl, Van Lue; William W. Donham, Lindale; Charles C. Douglass, Alliance; T. D. Duncan, Keene; J. B. Duzan, Manchester; J. V. Dye, Norwich; R. B. Ewing, Lebanon; Mary A. Fauning, Fremont; Samuel J. Finley, Quaker City; Delos S. Ferguson, New Lexington; W. J. Sewell, Sabina; C. B. Galbreath, Salem; L. M. Heistand, Pleasantville; B. F. Hoover, Smithville; John R. Horst, Leesburg; W. M. Howes, Deersville; Louisa John, Delphos; J. W. Jones, Circleville; John M. Kay, Hillsboro; C. E. Kendrick, Springfield; W. W. McCray, Logan; Anna M. Murphy, Lebanon; P. C. Robinson, New Corwin; Idora Rose, Van Wert; J. H. Rowland, Jackson; Estelle Sharp, Fremont; E. J. Shives, Springfield; J. D. Simpkins, Centerburg; Linda Snyder, Columbiana; Silas M. Taggart, Leesburg; G. W. Walker, Kenton; L. Westfall, Columbus; O. F. Williams, Newtown.

EDITORIAL DEPARTMENT.

This number of the MONTHLY contains more matter than any one of its more than four hundred predecessors, and probably as much as five of its ordinary issues. Many a dollar-and-a-half book contains less matter than this single number. We had hoped to include everything pertaining to the Chautauqua meeting, in order to clear the way for our usual variety of matter in the next issue, but we found it necessary to defer the list of members, and a few other matters.

The course we are pursuing this year is increasing the expense of publication more rapidly than our present circulation warrants, but past experience gives us unbounded confidence in the teachers of Ohio. We confidently expect to come out right in the long run.

THE CHAUTAUQUA MEETING.

The Ohio Teachers' Association has made its third pilgrimage to Chautauqua. The first was in 1880, the second in 1883; a pretty full report of the third is contained in this number of the MONTHLY.

The number in attendance probably exceeded 600, though only 300 membership tickets were issued.

The arrangements for transportation and entertainment were all that could be desired, for which great credit is due to the members of the executive committee whose efforts were untiring to insure a profitable meeting and the comfort and pleasure of all in attendance.

And we do not see what more the officials of the Chautauqua Assembly could have done that they did not do. The teachers were treated as honored guests, and guests were never more royally entertained under similar circumstances. Glorious Chautauqua! Long live Chautauqua! Its very atmosphere is filled with inspiration and uplifting. We wish every teacher in Ohio could breathe its pure air and catch something of the spirit that dwells there.

All the papers presented are given in full in this number, and a brief synopsis of the discussions. We would not anticipate the judgment of our readers, but we are disposed to say that some of these papers are among the ablest ever read before the Association, and we trust that none will pass them by without a careful reading.

We venture to suggest (not in a spirit of fault-finding) the propriety of giving the program rather more of a practical turn. It should always contain a fair share of professional topics of practical interest to the rank and file of the profession. The everyday work of the school-room should receive a large share of attention.

The lecture of Dr. Vincent on "That Boy" deserves special mention. It was a part of Chautauqua's contribution to the occasion, and not on the regular program. A verbatim report, without the magnetic oratory of the speaker, could give no adequate idea of this inimitable lecture. Though many had heard it before, and some, two or three times, all were greatly delighted. Abounding in wit and pathos, it was also instructive and inspiring. We wish every boy in the nation, old or young, could hear it.

The spirit of the meeting was excellent. The greetings were hearty and enthusiastic, and the proceedings were characterized by earnestness and harmony. The abounding good fellowship, for which the Ohio Teachers' Association has long been noted, was very manifest. Personally, we count it among the choicest of life's blessings to have the acquaintance and friendship of so large a number of excellent men and women among Ohio teachers. Whatever the future may bring, the memory of these happy reunions will ever be to us a pleasure and a joy.

And we find we are not alone in our appreciation of these annual gatherings. Superintendent Jones, of Massillon, who was unable to be present, sends his membership fee to the chairman of the executive committee, and writes as follows:

"I have not missed a meeting for several years. The longer I live the more I enjoy these annual gatherings. I can read the papers and the discussions as they will be published in the MONTHLY, but I shall miss the cordial clasp of the hand, the pleasant chat, and the enthusiasm and inspiration of the meetings."

Dr. Ellis, of Sandusky, after his return home, writes to us as follows:

"That Chautauqua meeting did me a world of good. I never felt a stronger desire to make my administration of the schools under my charge a success than I now feel. Never did I feel the value of high mental training and a broad culture of the human soul more than I now feel it. If my schools are not better next year than they have ever been, it will not be from lack of enthusiasm and inspiration gained from my Chautauqua associations and experiences."

These are but a few expressions of what we believe to be the general feeling. May it long continue.

THE NATIONAL ASSOCIATION.

We regret our inability to go to Saratoga, but one cannot have all the good things there are going. Brother Jones, of Massillon, writes from Saratoga, under date July 16, as follows:

"I am here gaining all the new ideas I can, and more especially drinking in the inspiration of such a gathering. While the attendance is not so large as at Madison and there is not so much enthusiasm as there was last year, the meeting will compare very favorably, I think, with previous meetings of the Association. Ohio is here in force—Harvey, Hancock, Stevenson, Burns, Johnson, Lukens, Davidson, Gibson, McBurney, Comm'r Brown, Cox, of Portsmouth, Tappan, White, Dr. Johnson, of Antioch, Dr. and Mrs. Williams, Knott, Misses Sutherland and Aberly, of Mansfield, Hinsdale, Peaslee, Jones,

of Bellaire, James, of Nebraska, and others whose names I do not know, or cannot recall at this writing. The Philosophers, Drs. Harris and Hall, are here, and we have had some very profitable papers and discussions from them. Miss Conway, of Tennessee, presented, in a very forcible manner, a very fine paper to-day on 'The Child's Environment.' "

Among the officers for next year we notice the following from Ohio: E. E. White, Counsellor-at-large; R. W. Stevenson, Counsellor; L. R. Klemm, Vice President of Elementary Department; Miss M. W. Sutherland, Secretary of Elementary Department; and W. S. Goodnough, President of Art Department.

We have striven to make the MONTHLY what we believe the teachers of Ohio want it to be, a sound, reliable and progressive journal, reflecting the best educational sentiment of the time and affording help and inspiration to the workers in all departments. We have not aimed at novelty or sensation, but at that which is profitable and enduring. If we needed assurance that this is the true policy, we have had it in the very encouraging words and more substantial deeds of the teachers in all parts of Ohio and in other States. We cannot express too strongly the gratitude we feel for the hearty expressions of good will and the generous support which our efforts have met heretofore. Had we time and space, we would like to prolong this discourse, and dwell upon this theme, but we must hasten to the practical application:—According as we have received in the past, so do we expect in the future and more also. The institutes afford the opportunity. See every teacher personally. Report to us from every part of the field.

EDUCATIONAL INTELLIGENCE.

—The London high school commencement was held June 10th—sixteen graduates.

—Newark is putting up a very fine high school building, which will be a credit, not only to Newark, but to the State.

—The fifth annual commencement of the Harrison high school occurred June 18—eight graduates. J. L. Trisler, superintendent.

—The Dayton normal school graduated a class of seventeen, June 26, and the Dayton High school a class of twenty-nine, June 19.

—The graduating exercises of the Georgetown high school were held at the Fair grounds, Friday evening, July 10. There were seven graduates.

—The four weeks' normal term held at Dayton in June, is reported as quite successful. It was conducted by G. I. Gordon, Dr. Hancock and Miss Clara B. Sawyer.

—The summer normal school at Caldwell, Ohio, opened Monday, July 13 with 87 students. This is said to be the largest school of the kind ever held in Noble County. It is conducted by E. E. Miller and F. M. Gill.

—The third annual commencement of the Garfield Kindergarten Training School, Washington, D. C., was held in the Friends' Meeting House, July 6. There were five graduates. Mrs. Anna B. Ogden is principal of the school.

—The third annual commencement of the North-Eastern Ohio normal school occurred June 25—nine graduates. The enrollment for the past year reached 319 different students, being an increase of 42 per cent. over the previous year.

—In view of the fact that each township board of education in Ohio is authorized by law to appoint a superintendent of schools, Commissioner Brown suggests that it would be well for institute instructors to call the attention of teachers and boards of education to this subject.

—The second annual commencement of Navarre high school occurred May 22. Six were graduated—five girls and one boy. The entire corps of teachers was re-employed. Supt. Weimer's salary was increased from \$850 to \$900, and \$10 per month was added to salary of the Grammar School teacher, Mr. D. S. Sowers. Mr. Weimer has already served six years.

—In order to secure a complete and a correct list of those holding State certificates, for publication in his next annual report, the State Commissioner of Common Schools requests teachers whose names have hitherto been omitted or misspelled in the published lists, to call his attention to the matter at an early date. All who have occasion to write him on this subject should give their names in full, together with names of the examining board and the date of their certificates.

—A correspondent from Middleport writes: "Our school year closed with a class of eleven graduates—two boys and nine girls. We never had a better class or a happier year.

Our superintendent, Rev. H. B. Scott, after ten years faithful service, has resigned his place here, for a position in Ashland, Ky. Mr. Scott has so knit himself to the hearts of the people of Middleport that the separation must cause pain. His loss will be greatly felt in the church, in the school, and in the social circle. His entire family is such that its place can not be easily filled. They will leave here with the best wishes of all who know them."

PERSONAL.

—John Davison has been re-elected principal of schools at Elida.

—J. Fraise Richard is engaged in institute work in Indiana and Kentucky.

—M. A. Kimmel and his entire corps of teachers have been re-elected at Poland, Ohio.

—H. H. Spain will have charge of the schools of Unionville, for the coming year.

—E. E. Adair, class of '81, Wooster University, will teach the natural sciences in the Wooster high school, the coming year.

—Dr. John Hancock succeeds William Richardson in the superintendency of the Chillicothe schools. Chillicothe has chosen wisely.

—C. C. Davidson has accepted the superintendency of the Alliance schools. The people of Alliance are to be congratulated.

—Dr. A. Schuyler, Berea, O., is willing to make some additional institute engagements. The institute is fortunate that gets him.

—Miss Nettie E. Jackson, a classical graduate of Wooster University, has accepted the position of instructor in Greek and Latin in the Wooster high school.

—The Ohio Central College has conferred the degree of Doctor of Philosophy upon President Alfred Holbrook, of the National Normal University, Lebanon, Ohio.

—E. A. Jones, superintendent of schools at Massillon, and corresponding secretary of the Ohio Teachers' Reading Circle, is spending the summer vacation at Rockville, Mass.

—L. S. Thompson, professor of industrial art in Purdue University, has charge of the art department of the Monteagle summer school in the mountains of Tennessee.

—A. G. Comings has declined a position at Walla Walla, Washington Ter., to which he had been elected, and has accepted the superintendency of schools at Brooklyn, Cuyahoga Co., Ohio.

—W. H. Ray has been re-elected superintendent of schools at New Philadelphia for a term of two years. We have information that the schools are prospering finely under his management.

—J. C. Ransom succeeds Byron E. Helman as principal of the North-Eastern Ohio normal school at Canfield. Mr. Helman retires with the good wishes of all, after a very successful administration.

—M. R. Andrews, of Marietta, was prevented from attending the meeting of the State Association at Chautauqua by being thrown from a carriage. We are glad to learn that no permanent injury is likely to result.

—William Richardson, late superintendent of the Chillicothe schools, has received the degree of Doctor of Philosophy from Wooster University. The MONTHLY wishes many days of usefulness and prosperity to Dr. Richardson.

—C. B. Ruggles, the well known agent of D. Appleton & Co., removes, August 1, from Cleveland to Cincinnati. His field is considerably enlarged, having now charge of Ohio, Kentucky, Tennessee, and Southern Indiana. His address is 237 Vine Street, Cincinnati. We are glad to see the field of usefulness of Brother Ruggles widening.

—J. L. Lasley has been elected for the third time superintendent of the schools of Plymouth, O. He writes that he enjoys his work better than ever before, and likes the OHIO EDUCATIONAL MONTHLY more than ever. The following words of commendation from the *Plymouth Advertiser* are well merited: "Plymouth people are proud of their schools, for they are in the best condition to-day they have ever been."

—W. H. Davis, a recent graduate of Rio Grande College, has been elected superintendent at Middleport.

—John S. Royer, editor of the *School Visitor*, will be at the head of the schools of Gettysburg the coming year. This will be his second year at Gettysburg, and he speaks encouragingly of the educational interest already awakened.

BOOKS RECEIVED.

Sadler's Handbook of Arithmetic; Containing the principles of arithmetic, inductively presented, and over 5,000 problems to exhibit their application, by W. H. Sadler, President, and W. R. Will, Principal of the Mathematical Department, of the Bryant, Stratton and Sadler Business College. Baltimore, Md.: W. H. Sadler. 1885.

New High School Music Reader, for the use of mixed and boys' high schools, by Julius Eichberg, director of musical instruction in the Boston public schools. Boston: Ginn & Co. 1885.

The Seven Against Thebes of Æschylus, with an introduction and notes by Isaac Flagg, Professor in Cornell University. Boston: Ginn & Co. 1885.

The Education of Man, by Friedrich Froebel. Translated by Josephine Jarvis. New York: A. Lovell & Co. 1885.

Practical Work in the School-Room, Part 3. *Object Lessons on Plants*: An Elementary Botany for primary, intermediate and grammar grades. New York: A. Lovell & Co. 1885.

Lectures on Teaching, by J. G. Fitch, M. A. New edition, with a preface by an American normal teacher. New York: MacMillan & Co. 1885.

Laelius; A Dialogue on Friendship, by M. Tullius Cicero. Edited for the use of schools, with notes, vocabulary and biographical index, by E. S. Schuckburgh, M. A. New York: MacMillan & Co.

Haskins' Common Sense Class Record, by Charles N. Haskins, instructor in the Ohio Deaf Mute Institution, Columbus, Ohio.

MAGAZINES.

The Atlantic Monthly, for August. Boston: Houghton, Mifflin & Co.

The Popular Science Monthly, for August. New York: D. Appleton & Co.

The North American Review, for August. 30 Lafayette Place, New York.
Magazine of Western History. 145 St. Clair St., Cleveland, Ohio.

The Century Illustrated Magazine, New York: The Century Company.

St. Nicholas: An Illustrated Magazine for Young Folks. New York: The Century Company.

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OHIO EDUCATIONAL MONTHLY

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—AND—

THE NATIONAL TEACHER.

SAMUEL FINDLEY, EDITOR.

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Number 9.

THE LAW OF THE LEARNER.

From Dr. John M. Gregory's *Seven Laws of Teaching*, in *The Pilgrim Teacher*.

Passing from the side of the teacher to the side of the pupil, our next inquiry is for the *Law of the Learner*. Here the search must be for that one characteristic, if there be such, which divides and differentiates the learner from other persons—for that essential element which makes the learner a learner. Let us place before us the successful scholar, and note carefully whatever is peculiar and essential in his action and attributes. His intent look, his absorbed manner, his face full of eager action or profound study—all these are but so many signs of deep interest and active attention. This interest and attention, the inseparable parts of one mental state, make up the essential attribute of every true learner. The very power to learn lies in this interested attention. It is the one essential condition on which all learning is possible. It constitutes therefore the natural law of the learner, and may be stated in preceptive form as follows:

The learner must attend with interest to the fact or truth to be learned.

The law thus stated will seem as trite as a common truism, but it is as really profound as it is seemingly simple. The plainest proof of its truth lies in the readiness with which every one will admit it. Its real depth can only be found by careful study.

1. Avoiding all metaphysical discussion, we may describe attention as a mental attitude—the attitude in which the thought-power is actively bent towards or fastened upon some object of thought or perception. It means not merely position and direction, but action. It may be seen in the man who, standing with idle, vacant stare, gazing at nothing, is suddenly aroused by some sight or sound. At once a light comes into the eye, the look becomes alert, and the mind is put into conscious action. There is a felt strain of the thinking faculty, as of an appetite hungering for its food. This aroused activity of the mind—this awakened attitude of mental power, poised and eager for its work, we call ATTENTION.

2. We may somewhat loosely divide attention into two classes, *compelled* and *attracted*. The first is given by an effort of the will, in obedience to some command of authority, or call of irksome duty; the second springs from desire, and is given without conscious effort and with eager delight. The first is cold, mechanical and powerless; it is the child studying its lesson as a task, with slight interest and no pleasure. The second is living and full of power, the mind eager to grasp and possess its object. It is the boy reading a story full of wonder and delight. Compelled attention in adults is dull and dogged; in little children it is partial even when possible. Generally it is not attention at all. The face may take on the look of attention, but the mind wanders to more winsome objects. It learns to hate lessons as slaves hate labor. Attracted attention is mental power alert with desire and eager for gratification. It is mental hunger seeking its food, and delighting itself as at a feast. Unconscious of exertion, it gathers strength from its efforts, and scarcely knows fatigue.

3. These two classes of attention melt into each other by almost insensible degrees. The compelled sometimes rises into true attention by some kindling of interest in the subject; and not unfrequently the latter sinks into the former with the disappearance of novelty in the lesson. Of these degrees or grades in attention, the first and lowest is that in which the physical senses, the eye and ear especially, are lent to the teacher, and the mind almost passively receives what the teacher is able to impress forcibly upon it. From this lowest grade the intellect lifts itself by successive steps to higher activity and power under some impulse of duty, of sympathy, of emulation, or of hope of reward, or other motives addressed to it by the skillful teacher. But the highest grade of attention is that in which the subject interests, the feeling is enlisted, and the whole nature attends. Eye, ear, intellect, and heart center their powers in a combined effort, and the soul sends to the task all its faculties roused to their utmost activity. Such

is the attitude of the true learner, and such is the attention demanded by this law of the learner in its perfect fulfilment. Every experienced teacher knows how easy is the teaching, and how rapid the learning, when the law is thus fulfilled.

THE PHILOSOPHY OF THE LAW.

However much teachers may neglect it in practice, they readily admit in theory that without attention the pupil can learn nothing. One may as well talk to the deaf or the dead as to teach a child who is wholly inattentive. All this seems too obvious to need discussion; but a brief survey of the psychological facts which underlie this law will bring out into clearer and more impressive light its vital force and its irrevocable authority.

1. Knowledge cannot be passed, like some material substance, from one person to another. Thoughts are not things, which may be held and handled. They are the unseen and silent acts of the invisible mind. Ideas, the products of thought, can only be communicated by inducing in the receiving mind action correspondent to that by which these ideas were first conceived. In other words, ideas can only be transmitted by being re-thought. It is obvious, therefore, that something more is required than a passive presentation of the pupil's mind to the teacher's mind as face turns to face. Attention is an act, not merely a position. If it is an attitude, it is a mental attitude full of poise and power. The learner's mind must work through the senses. There must be mind in the eye, in the ear, in the hand. If the mental power is only half aroused and feeble in its action, the conceptions gained will be faint and fragmentary, and the knowledge acquired will be as inaccurate and useless as it will be fleeting.

2. Aroused attention is something more than a state of waiting and expectancy. The notion that the mind can be made merely recipient—a bag to be filled with other people's ideas, a piece of paper on which another may write, a cake of wax under the seal—is neither safe nor philosophical. Its very nature, as far as we can understand it, is that of a self-acting power or force—a force with a will behind it, and full of attractions and repulsions for the objects around it. It is among these felt attractions or repulsions that the self-moving mind finds its motives. Without motive there is no will; without will no attention.

3. The vigor of mental action, like that of muscular action, is proportioned to the feeling which inspires it. The powers of the intellect do not come forth in their full strength at the mere command of a teacher, nor on the call of some cold sense of duty. Nor can the mind exert its full force upon themes which but lightly touch the feelings.

It is only when we "work with a will," that is, with a keen and stirring interest in our work, that we bring our faculties of body or mind out in their fullest energy. Great occasions make men great. Un-suspected reserve powers come forth as soon as the demand is large enough. In the heat of a great battle, common men become heroic, and weak men strong. So, with deepening interest, attention deepens, and the mind's reserve powers come into work.

4. The sources of interest and the approaches to the attention are as numerous as the faculties of man and the different aspects of the subjects to be studied. Each organ of sense is a gateway to the pupil's mind, though these gateways differ much in the ease of approach, and in the volume and variety of ideas admitted. The hand explores a field limited each moment by the reach of the arm, and takes in only the tactual qualities of matter; but the eye admits the visible universe to its portals with the swiftness of light, and takes note of all its phenomena of form, size, color, and motion. To command all these gateways of the senses is ordinarily to control the mind.

Passing within to the faculties of the soul itself, other sources of interest appear. The subject may appeal to the imagination by its beauty or grandeur, or to the reason by its questions requiring answer, or by its propositions asking assent. It may stir hopes or fears and touch self-love or sympathy by some promise of good or menace of evil to the learner himself or to others. A source of genuine interest may be found in the connection of the lesson with something in the past life and studies of the learner; and a still richer one in its relations to his future duties and employments. We may add to these the sympathetic interest to be inspired by the teacher's manifested delight in the theme, and by the generous emulation of fellow-learners in the same field.

These are the great sources of the mind's interests in its objects, and when the appeal can be made to several of them the effect is deep and intense. The teacher who knows how to touch all these keys, whose vibrant chords thrill mind and heart, may command all the resources of his pupil's soul. But it should be noted that any one element of interest felt in its greatest fulness may be stronger than several only partly awakened. The great landscapes of truth grow more resplendent with every new increment of light thrown upon them.

5. The sources of interest vary with the ages of learners and with the advancing stages of growth and intelligence. This fact is important. The child of six feels little interest, and gives no genuine attention to themes which engross the mind of the youth of sixteen. In general the lower motives are felt first, the nobler and finer coming

only with years and culture. The animal appetites awaken long before the spiritual. Children and adults are often indeed interested in the same scenes and objects, but it does not follow that they are interested in the same ideas. The child finds in the object some striking fact of sense or some personal gratification ; the adult mind attends to the profounder relations, the causes or consequences of the fact. Attention follows interest, and it is folly to attempt to gain attention to a lesson in which the pupil cannot be led to feel any genuine interest. The assertion that children ought to be compelled to pay attention because it is their duty, denies the fundamental condition of attention. If the duty is felt by the child, it is an element of interest ; but if it is simply in the teacher's mind it only repels.

6. The power of attention increases with the mental development, and is proportioned nearly to the years of the child. It is one of the most valuable products of education. Idiots and infants are almost destitute of it ; even short lessons wearying and exhausting the attention of young children. "Little and often" is the rule for teaching very young pupils. The power of steady and prolonged attention belongs only to strong minds. Said a man of noted intellectual distinction, "The difference between me and ordinary men lies in my ability to maintain my attention—to keep on plodding."

7. Attention is not a separate faculty of the mind, but rather an active attitude of some or all the faculties. Its power, therefore, must depend upon the number and strength of the faculties involved. Attention will be steadiest when the appeal is made to the strongest faculty. One person can give steady attention to objects of sense, another to objects of imagination, and a third to processes of reason. One student is successful in mathematics, another in history, a third in language. To teach in the line of the strongest faculties is to teach with the highest success. Nature favors such teaching.

8. The two chief hindrances to attention are *apathy* and *distraction*. The former may arise from constitutional inertness, from lack of taste for the subject under consideration, or from weariness or other unfavorable bodily condition of the hour. Distraction is the division of the attention between several objects. It is the common fault of undisciplined minds, and is the foe of all sound learning. The quick senses of children are caught so easily by a great variety of objects, and they find in each so little to interest them, that their thoughts flit as with the tireless wing of the butterfly. Memory holds with loose grasp the lessons learned with apathy or distraction, and the reason refuses such poor materials for its work.

RULES FOR TEACHERS.

Out of this Law of the Learner, thus expounded, emerge some of the most important rules for teaching :

1. Never begin a class exercise till the attention of the class is secured.
2. Pause whenever the attention is interrupted or lost, and wait till it is completely regained.
3. Never exhaust wholly the pupil's power of attention. Stop when signs of weariness appear, and either dismiss the class or change the subject to kindle fresh attention.
4. Fit the length of the exercise to the ages of the class ; the younger the pupils the briefer the lesson.
5. Arouse, and, when needful, rest the attention by a pleasing variety, but avoid distraction. Keep the real lesson in view.
6. Kindle and maintain the highest possible interest in the subject itself. Interest and attention react upon each other.
7. Present those aspects of the lesson, and use such illustrations, as fit the ages, characters, and attainments of the class.
8. Address the instruction to as many of the senses and faculties as possible, but beware of drawing the attention from the subject to some mere illustration.
9. Let the teacher maintain in himself and exhibit the closest attention and the most genuine interest in the lesson. True enthusiasm is contagious.

VIOLATIONS AND MISTAKES.

The violations of the Law of the Learner are many, and they constitute the most fatal class of errors committed by ordinary teachers. Lessons are commenced before the attention of the class is gained, and continued after it has ceased to be given. Pupils are urged to listen and learn after their limited power of attention is exhausted, and when weariness has sealed their minds against any further impression. Little or no effort is made to discover the tastes of the pupil, or to create a real interest in the subject studied. The teacher, feeling no fresh interest in his work, seeks to compel the attention he is unable to attract, and awakens disgust by his dullness and dryness where he ought to inspire delight by his intelligence and active sympathy.

What wonder that through these and other violations of this law of teaching our schools are made unattractive and their success is so limited and poor ! If obedience to these rules is so important in the common schools, where the attendance of the children is compelled by parents, and where the professional instructor teaches with full author-

ity of law, how much more is it necessary in the Sunday school where all attendance and teaching are voluntary, and where attraction must do the work of authority! Fortunately the Sunday school holds, in the interest of its associations, in the surpassing sacredness and divine grandeur of its themes, in the variety and splendor of its truths and facts, and above all, in the tender and immortal relationship which these truths establish between the Christian teacher and his pupils, advantages which may amply compensate for the lack of the authority and of the professional experience of the common school teacher. But let the Sunday school teacher who would win the richest and best results of teaching give to this Law of the Learner his profoundest thought and his most patient following. Let him master the art of gaining and keeping attention, and of exciting genuine and stirring interest, and he will wonder and rejoice at the fruitfulness of his work.

NATURAL METHODS OF TEACHING LANGUAGES.

BY CHAS. W. SUPER.

Not long ago, in a city of our Northwest, there was handed to me a circular stating that a few blocks away a *professor de langues* was teaching persons to read, write and speak two or three foreign languages in the short space of five weeks to each. I had the curiosity to witness for a few evenings the performances of this quasi-professor of pantomime, and found that he, just like many others of the same craft elsewhere, *professed* a method which he designated as "natural." To judge from the recommendations he dispensed with a profuse liberality he was able to do what no one had ever accomplished before. It looked as if all study of languages till now the world over had been sheer waste of time. True, many of his recommendations seemed to have grown out of interviews with newspaper men to whom the professor had explained his method, but his explanations were so lucid that the knights of the lead pencil were at once convinced and fell to lauding what they understood just as well as they understood the Republic of Plato.

During the past few years the public has had frequent occasion to remember that we have nowadays many teachers "according to the natural method," who yet differ somewhat widely from each other.

Generally speaking, this method consists in requiring the pupil to learn a foreign language as he learned his mother tongue. A great many persons profess to believe, or at least admit, that such a thing is

possible for an adult, in utter forgetfulness of the fact that we can be children but once, and cannot repeat the psychological experiences of our childhood except very imperfectly. The fact of being born again is no less difficult to realize when it comes to the learning of a foreign language than it was to a certain Nicodemus in the matter of a religious life.

To master one language is a rare achievement; to learn two thoroughly well is an unusual accomplishment; to be able to converse with ease in three, except for long time residents in several different countries, is a power that is hardly ever acquired. And, strangely inconsistent with themselves, many of those who profess to be able to teach other people two or more languages in an "incredibly short time," rarely or never speak any but their vernacular even passably well. Others, again, who have never succeeded in acquiring a second language, claim to impart their mother tongue with surprising skill. Should we not say, "physician, heal thyself," before we take their medicine?

A philosophical system of teaching any subject will discard the notion that persons of mature mind should to a great extent be treated as if they were children. One who uses some thousands of words with their countless combinations and idioms will not be able to express the same thoughts with equal accuracy in a foreign tongue, except after an amount of practice that would astonish those who have never tried it.

We have here the inductive method run riot. Instead of putting before the learner the generalizations which students of languages have in the course of time been able to make, you must let each person begin for himself; you must not tell the beginner in a Roman tongue, though he may be familiar with Latin, that the genders in the new language can in most cases be determined by the gender of the word in the older one; that would be unnatural. You must not inform the beginner in German, no matter how competent he may be to comprehend you, that feminine nouns are not declined in the singular, because that is not the way of the child. Perhaps, too, the teacher will persist in using a language which is so new to the learner that he is able to comprehend only general statements; and a rule of grammar can't well be represented by pantomime.

In common with hundreds of more or less experienced teachers of languages in this country, I am thoroughly sick of the senseless public clamor which insists on making the systematic study of any language, ancient or modern, give place to the childish ringing of changes upon a few score of words, no matter how fluent it may be. I belong to that class who are thoroughly convinced that the intellectual value of

any given time put upon the systematic and philosophical study of a language is infinitely greater than that secured by any other method, though there may be less to make a display of.

It is well known that a prize drawn in a lottery will set all the unthinking people in a community in a craze to try their luck in the same way. Remarkable success or unbounded pretensions will start up a host of imitators. The American people are perhaps no more willing to be humbugged than others, but just now they seem wonderfully ready to try a short road to knowledge. This may almost be called a national weakness. We have a sort of general notion that it will be "nice" to be "smart," or "posted," or well educated, but we are largely ignorant of the fact that more than half the value of an education arises from the labor it costs the student. A good degree of the merits of the new education of which we have lately been hearing so much, lies in the fact that the teacher does the greater part of the pupil's work—at least it too often amounts to this in practice.

Many of our young people regard it as a fine thing to be able to speak a foreign language or two. Perhaps some friend or acquaintance has been in Europe, and, ten or twenty years hence, they may be able to go too. So they would learn practically a language which has a "practical value." They hear or read of teachers who will impart to them as thorough a knowledge of a language by a "new method" in a few weeks, or, at most, months, as their fathers learned in as many years. Under certain rare conditions perhaps the promise may be fulfilled, just as it occasionally happens that a person gets rich by a prize drawn in a lottery. The latter is just as pernicious morally as the former is in the light of sound pedagogy. We are even told that we can learn a language so as to be able to speak it fluently and pronounce it correctly without hearing another speak a word of it. The professor in Paris or Berlin, or Madrid, sends to his correspondent in the United States or Australia written directions upon pronunciation, so that when he visits one of these capitals he shall be prepared to make an impromptu speech to the first crowd in which he may find himself. Or, more convenient still, the teacher in New York or Boston may represent the three capitals above named, and more. There is but one step lacking to bring the acquisition of a foreign language *au comble* of ease and perfection, and that is a system of telepathy in which the pupil, no matter how distant, has only to make the teacher know his wants, which may be brought about by sending the requisite fee, when, *mirabile dictu*, he will feel himself changing into a foreigner almost as rapidly as Lykaon was metamorphosed into a wolf. Both common

sense and abundant experience prove that for the teaching of a second language with accuracy to persons of education, there is no surer way than to use the known for the elucidation of the unknown; or, in other words, to use the first as a means, to be dispensed with just as rapidly as one's hold upon the new gains in firmness. If natural methods had been destined to revolutionize the teaching of languages it would have been done long ago. Early in this century—to say nothing of similar attempts in Europe—there was published in Philadelphia a work in two volumes of about 500 pp. each, entitled, “Nature Displayed in her Mode of Teaching Languages to Men; or, a New and Infallible Method of Acquiring a Language in the Shortest Possible Time, Deduced from the Analysis of the Human Mind, and consequently Adapted to every Capacity. Adapted to the French. By N. G. Dufief, of Philadelphia.” If we did not so readily forget that what may be perfectly natural to society in the nineteenth century would probably be altogether artificial in the ninth, and that what is natural to a person of twenty-five would be unnatural to a child of ten,

“It would frae monie a blunder free us,
And foolish notion,”

both in other respects and in the study of foreign languages.

Quite recently a friend, who was making a trial of the natural method in what was claimed to be its pristine purity, wrote me that its chief peculiarity seemed to be that the professors did “about all the reciting.” A four or six weeks’ course in any language, with an intelligent teacher is profitable to one who already knows the language, but it is utterly vain for beginners to expect much in this short time, notwithstanding the liberal promises of some. The reaction against what is sometimes called the old style of teaching languages, which would require the beginner to spend weeks on a few lines of Vergil, for instance, is all just and proper. Its effect will be wholesome; but just now the reaction has gone almost as absurdly far in the opposite direction, and a good many prospective learners of foreign languages expect to “master” them in three months at least. He is not wise who supposes that a patent method for learning languages quickly and easily has been invented.

They are not the best students who are most dependent on books. What can be got out of them is at best only material; a man must build his house for himself.—*Geo. Mac Donald.*

CULTIVATE SELF-RELIANCE IN PUPILS.

BY F. M. PLANK, AKRON, OHIO.

Gibbon said "Every person has two educations, one which he receives from others, and one, more important, which he gives to himself." Sir Walter Scott reiterates the thought in similar language. Neither Gibbon nor Scott were pedagogs, but they well knew that the better part of any person's education is that which he obtains by self-activity. Childhood is when the foundation of an active, intelligent life is laid. In teaching, we should keep this fact prominently before us. True, the time a child is in school is comparatively short, and the education received only a beginning, yet habits are formed there that follow the pupil through life. Therefore, the first aim of the teacher should be to implant such habits as will make his pupils honest, industrious, and intelligent men and women.

Besides the habit of being attentive, diligent, and regular in the duties of life—habits which should be strongly impressed in the school-room—there is the habit of self-reliance, which I fear is too often overlooked. To teach each pupil to rely upon himself, in every possible case, should be one of the chief aims of the teacher. That which a pupil learns by his own diligent and persevering efforts becomes permanently fixed in his mind, and is far more his own than any imparted information can be. Nor is the permanency of knowledge thus obtained the only benefit derived from the practice of the pupil doing his own work. The power of thinking is always strengthened by each act of steady, sober thought, and consequently he is better prepared to take the next step. The solution of one problem, no matter how difficult, by honest labor aids in the mastery of another. One principle thoroughly mastered by the pupil himself is of more value than a dozen *told* by the teacher.

Training and not *telling* is the principle that should guide us, and more lasting results will be obtained;—results that will cling to the pupil through the practical duties of life, and for which nothing can be substituted.

The object of the school is not only to teach the different branches required by the prescribed course of study; in fact this is a secondary object when compared with the "development of character," the education of the mind into a "love of knowledge," the mode of acquiring it, and the formation of habits of ardent and steady application. On studying each individual pupil, the teacher will find many different natures and dispositions from which to mold his ideal citizen. To

deal with these successfully, and do each one the greatest possible good, often requires all the tact and skill the best teacher can summon.

To make a first-class scholar of every one would be an impossibility, and he that undertakes it surely undertakes too much. For the teacher to furnish each of his pupils with just such an organ of intellect as desired, would be beyond his power, but he can develop the powers with which the pupil is already endowed. Let the pupil use his own efforts to do his work, while the teacher guides, stimulates, and encourages him, and the latent powers of his mind will be aroused, and a new impetus will be given that will be of more real worth than the knowledge itself. The habit of "self-acquisition" of knowledge will become his, without which no person is really educated.

INFLUENCE.

BY C. E. M.

We are all teachers, no matter what occupation we may follow. By our looks, our words, and by our actions, we are influencing those around us.

Away up among the mountains there is a spring so small that a single animal on a summer's day could drain it dry. It steals its unobtrusive way along until it spreads out into the great Ohio. Thence it stretches away a thousand miles, having on its banks a great many villages and cities, with many a cultivated farm; then joining the Mississippi, it stretches away some twelve hundred miles more, till it reaches the sea, the emblem of eternity. Who can tell the influence of that mighty stream, that was once a mere brook? So with human influence. It is a rill,—a rivulet,—a river,—an ocean—as boundless and fathomless as eternity.

The influence of a teacher's character is as subtly pervasive as the atmosphere. He may not disclose his opinions to his scholars in any direct words, but there is his life, and his life is a disclosure.

The teacher that is an infidel may not teach his infidelity directly, but his boys and girls will be likely to find it out. They may tell him where he stands better than he can himself, for there is his life. Young people have a sharp-sightedness sometimes for which we do not give them credit, for they seem to carry a telescope in one eye and a microscope in the other. If a teacher be living right, that right life will be appreciated and felt all through the school. There may be laws prohibiting religious exercises in school, but a teacher's prayerful,

Christian influence will be felt in spite of all restrictions. It would be as easy to stop the fragrance of a mignonette-bed in the garden by thundering across it some verbal prohibition of all perfume. The sweetness of a teacher's spirit, patient, pure, consecrated to the highest welfare of his pupils, will come out, and will have its influence.

Then, whatever the measure of our influence, let it be for good. We can not live to ourselves. We must either be light to illumine, or blind leaders of the blind. I must either be an Abel, who by his immortal righteousness being dead yet speaketh, or an Achan, the sad continuance of whose otherwise forgotten name is the proof that man perishes not alone in his iniquity. Dear reader, this necessary element of power belongs to you. Guide your ways aright for the sake of those around you.

We may forget this secret, silent influence, but we are exerting it by our deeds, our words, and our very thoughts; and he is wise with a wisdom more than that of earth who seeks to put forth the highest power for good.

Bradner, O.

STATE EXAMINATION QUESTIONS.

D.

The following lists of questions, used at the last State Examination at Columbus, are printed in answer to requests from several quarters. The lists are not quite complete, owing to the fact that some of the questions used were not printed.

ARITHMETIC.

1. Find the simple, annual, and compound interest of \$600 for 5 years, 4 months, and 18 days, at 6 per cent.
2. What per cent of the square root of 583.7056 is the cube root of 259.694072?
3. An agent received \$36,040.95 to purchase cotton, after deducting his commission at $1\frac{1}{8}$ per cent. How many tons of cotton did he buy, cotton costing 5 cents a pound?
4. What will a draft of \$3,500 cost, payable 30 days after sight, at 6 per cent., exchange $1\frac{1}{2}$ per cent. premium?
5. A bought 75 shares (\$100) of bank stock at $98\frac{1}{2}$. He held it for 3 years and 6 months, receiving a semi-annual dividend of 4 per cent. on the same, when he sold it at 105. Money being worth 6 per cent. simple interest, what was his gain?
6. How much better is it to invest \$15,000 in 6 per cent. stocks at

a discount of 25 per cent., than to let the same sum at 7 per cent. simple interest?

7. There are two church towers, one 100 feet high, and the other 150 feet. An object upon the ground between them is 125 feet from the top of the first, and 160 feet from the top of the second; how far apart are their tops?

8. If 10 horses in 25 days consume $3\frac{1}{3}$ tons of hay, how long will $6\frac{1}{3}$ tons last 6 horses, 12 cows and 8 sheep, if each cow consumes $\frac{3}{4}$ as much as a horse, and each sheep $\frac{2}{3}$ as much as a cow?

9. A and B are 280 miles apart and travel towards each other until they meet, A at the rate of 6 miles per hour, and B at the rate of 8 miles per hour; how far does each travel?

10. A can buy a house for \$6,000 cash, or equal installments of \$1,200 a year for 6 years; which is better for A, and how much better, money being worth 6 per cent.?

GEOMETRY.

1. Define tangent, sector, geometric locus, prism, right cylinder.
2. Make the geometric symbols and abbreviations and give their signification.

3. Name all the cases when two triangles are similar.

4. Demonstrate:

The area of a circle is equal to half the product of the circumference by its radius.

5. Give original demonstration:

The three straight lines joining the middle points of the sides of a triangle divide the triangle into four equal triangles.

6. Inscribe in a given circle a regular hexagon.

7. Demonstrate:

A triangular pyramid is one-third of a triangular prism of the same base and altitude.

8. What, according to the best modern authorities, is the best method of introducing pupils to the study of geometry?

ALGEBRA.

1. Divide $1 + x^2 y^2 - x^3 y - y^3$ by $x^3 - y$.

2. Factor $10x^2 + 21x - 13$. 13. Complete the square and factor the result: $9x^4 y^4 + 21x^2 y^2 + 25$.

3. Find the G. C. D. of $[2(5-b)^2]^6 - 1$ and $[2(5-b)^2]^9 - 1$.

4.
$$\frac{x^2 - x - 5}{2x^2 - 11x + 12} - \frac{x^2 + x - 1}{2x^2 + 5x - 12} = \text{What?}$$

5. A person has two kinds of coins, it takes a pieces of the first to make one dollar and b pieces of the second. How many of each must be taken so that c pieces will make one dollar?
6. $(y\sqrt[3]{x} + \sqrt[3]{y^2})(\sqrt[3]{x} - \frac{1}{\sqrt[3]{y}}) = \text{What?}$
7. A man bought a certain number of sheep, paying $\frac{1}{4}$ as many dollars per head as there were sheep; he lost four and thus the remainder averaged \$7 1-5 per head. How many sheep did he buy?
8. Find the value of x and y :

$$x\sqrt{x+y} = 48 \text{ and } (x+y)\sqrt{y} = 32.$$

TRIGONOMETRY AND SURVEYING.

1. Define the terms sine, cosine, versed sine, tangent and cotangent.
2. When two angles and one side of a triangle are given, or two sides and an angle opposite one of them, how find the other parts?
3. When the three sides of a triangle are given, how find the other parts?
4. The angle of elevation of the top of a tower whose height was known to be 143 feet, was found to be 35 degrees. How far the tower?
5. The passage between two objects, C and B, being obstructed, I measured from A to C 735 rods, and from A to B 840 rods; also the angle A equal to 55 degrees 40 minutes. What is the distance apart of the places C and B?

Tables furnished.

GRAMMAR.

1. From what mother-speech have most European languages sprung? What was its primitive home? What seven great tongues, European and Asiatic, are the offspring of this mother-speech? Which one is more immediately the parent of English? What two others have been largely spoken in England?
2. Illustrate with sentences five different relations in which a noun is said to be in the nominative case, and four in the objective case. What is the test in English, the form of the noun being the same?
3. Define a participle. Illustrate your definition with sentences and parse the participles. Illustrate with sentences the five uses of the infinitive and parse in full the infinitive used as an object.
4. Illustrate with sentences the five classes of complex sentences.
5. What five words are used as relative pronouns? Give examples of each word so used and its case.

6. Classify as to parts of speech the several *thats* ; give case when the word has this property, and specify the objects of the several *said's* :

"He said that that that that that man said was not that that that that man said that he said."

7. "But not performing what he meant, and gladly would have done,

The frighted steed he frighted more and made him faster run.

Away went Gilpin, and away went postboy at his heels ;

The postboy's horse right glad to miss the lumbering of the wheels."

Analyze the first two lines.

8. Parse "performing," "what," "him," "run," "horse" and "to miss."

9. "Damn'd be he that first cries Hold, enough,"

Let him be damn'd that first cries Hold, enough.

Parse *be damn'd* in both sentences.

10. Analyze the following sentence and dispose of "*accursed*" and "*be*," especially as to mode and person :

"Accursed be that tongue that tells me so,

For it hath cowed my better part of man."

ENGLISH LITERATURE.

1. What influences tended to make the literature of the age of Elizabeth so copious and noble ?

2. (a) Name the English historical plays of Shakspeare.

(b) Sketch the character of Falstaff and state in what plays this character appears.

3. Name the principal writers of Queen Anne's reign, and compare the style of Swift with that of Addison.

4. State when and by whom each of the following books was written: The Apologie for Poesie, Utopia, The Tale of a Tub, Sartor Resartus, Daniel Deronda, The Blithedale Romance.

5. What are the principal philosophical works of John Stuart Mill ? Of Herbert Spencer ?

6. What are the most valuable historical works produced by American writers ?

7. Describe briefly the style of Emerson, name his most important works, and the most noteworthy books and review articles that have been written concerning him.

8. Compare the literary workmanship of Irving with that of Hawthorne, and name the best and most characteristic productions of each author.

9—10. Select the writings of one of the following authors for oral examination :

Browning, Tennyson, George Eliot, Thomas Carlyle, Longfellow, Holmes.

ORTHOGRAPHY.

1. Illustrate all the diacritical marks in common use.
2. Name the subvocals and aspirates.
3. What is the basis of a syllable ?
4. What is a letter ? Are letters and their powers always the same ? Illustrate.
5. Name some of the advantages of phonic spelling.
6. Analyze the word *inflexible*.
7. When are w and y vowels ? Illustrate.
8. What are the uses of silent letters ?
9. What is pronunciation ?
10. Indicate the pronunciation of the following words by diacritical and accentual marks : Alien, apparatus, vagary, talc, and sacrament.

GENERAL HISTORY.

1. How was kingly power affected by the introduction of gun-powder ?
2. What led to the Reformation ?
3. Describe the reign and character of Henry VIII.
4. What can you say of Charles I, Cromwell and Charles II ?
5. Give an outline of French History from 1778 to 1795, embodying forms of government and social developments, etc.
6. State reasons for the present relations between England and Russia.
7. Name the three leading statesmen of Europe at the present time, and give reasons.
8. Compare Alexander and Napoleon, Wolsey and Richelieu as statesmen.

BOTANY.

1. Give the exact structure of the leaf. Name and define the series of terms describing the margin of leaves.
2. Describe in full the internal structure of the stem.
3. Make a synopsis of the simple fruits.
4. Give common and botanical name of the oak-trees found in the forests of Ohio.
5. Name and give characteristics of the family to which the tulip-tree belongs.

6. What is the rule of Nature with regard to fertilization in plants? What adaptations for this result have you observed?

7. Name ten of our common weeds and give their manner of spreading.

8. Give characteristics of the Leguminosæ and Compositæ.

9. Describe the growth and fertilization of the fern.

10. Draw the plan of each of the following flowers: *Sedum ternatum*; *Claytonia Virginica*; *Capsella Bursa-Pastoris*.

PHYSIOLOGY.

1. What offices do the fluids of the human body perform?

2. Define fiber, fasciculus, ganglion, follicle, and gland.

3. Name and define some of the tissues of the body.

4. What is the condition of the bones at birth? Name the only exception.

5. How are the bones of the head united? What are the advantages of this form of union?

6. Distinguish between voluntary and involuntary muscles.

7. Name the coats, openings, juices, and motions of the stomach.

8. What is chyle? What juices act upon it?

9. What are the supposed uses of the red and white corpuscles of the blood? How are these changed in respiration?

10. What are the functions of the medulla oblongata?

GEOGRAPHY.

1. Prove that degrees of latitude vary in length.

2. Australia is said to be the "Land of Inverted Orders;" why?

3. What is the difference between a pure republican and a pure democratic form of government?

4. What are isotherms? Describe those that cross the United States.

5. Account for the dense fogs seen off the coast of Newfoundland.

6. Give, briefly, the causes of monsoons.

7. To what race of people do the Japanese belong? The Arabs? The Hindus? The Turks? The Esquimaux?

8. The sun is said to be "fast" or "slow" at different times of the year; why is this?

9. Prove that the earth rotates upon its axis.

10. Name the provinces of Canada, and tell how they are governed.

PHYSICS.

1. How find the weight of a given bulk of any substance? How find the volume of a body?

2. Illustrate what is meant by "resolution of forces."
3. Would a clock gain or lose time if carried from the equator to either pole? Why?
4. Define "molecular force" and "capillary attraction."
5. Name in order the colors of the solar spectrum. In what part of the spectrum are the calorific rays found? The actinic?
6. In what way has the study of Physics aided you in ventilating your school-room?
7. Give three laws relating to vibrating strings. What are nodes?
8. Make a drawing illustrating the principle of the stereoscope.
9. Explain the manner in which the Leyden jar is said to be charged.
10. Give the generally accepted theory for heat.

GEOLOGY.

1. What is the origin of graphite, flint, chalk, lignite?
2. Define silicious, argillaceous, and calcareous rocks. How is sulphuric acid used in testing the composition of rocks?
3. What is the composition of granite? of syenite?
4. Of what economic use is pyrites?
5. Describe the Azoic system of rocks.
6. In what age was life introduced?
7. Describe the geological formations of the county in which you live.
8. Give an explanation of Drift phenomena.
9. Give in tabular view the rock systems and geologic ages.

ASTRONOMY.

1. What is meant by the Copernican system?
2. Explain why, in our latitude, some of the constellations do not set.
3. Define zodiac, parallax, photosphere, aphelion, asteroid.
4. Explain proper and apparent motions of the stars.
5. What is meant by the nebular hypothesis?
6. How does the scientist prove the existence of metallic elements in the sun?
7. Name the planets of the solar system in the order of their distance from the sun.
8. Explain what is meant by the precession of the equinoxes.
9. How is the sun's distance from the earth determined?
10. State Kepler's three laws.

UNITED STATES HISTORY.

1. What territory has the United States acquired by purchase? By conquest? By annexation?
2. Give the cause of the French and Indian war; the result.
3. Name the leading battle of the Revolutionary war. Give reasons for same.
4. (a) Name the most important act of Jefferson's administration. Why?
(b) Of Monroe's. Why?
(c) Of Jackson's. Why?
5. (a) Name the three most prominent American inventors.
(b) What commercial effect did each have upon the United States?
6. (a) Name the remote causes of the Civil war.
(b) The immediate cause.
7. (a) Name the most decisive battle. Why?
(b) What was accomplished by this war?
8. What do you understand by Centralism? State Rights? Free Trade? Tariff? Polygamy?
9. Give a short sketch of the leading political parties from 1776 to 1876.

U. S. CONSTITUTION.

1. How long were the Articles of Confederation in force? How many departments of government provided for by these Articles? When was the Constitution adopted in convention? When did it go into effect?
2. How are members of the House of Representatives chosen? How many is each State entitled to? Name three exclusive powers of this branch of the legislative department.
3. How are U. S. Senators chosen? Term of office? How are vacancies filled? Name two sole powers of the Senate.
4. How many presidential electors is each State entitled to? If the electoral college fails to elect a president and vice-president, how are they chosen? How are vacancies filled, and for what period?
5. In what three ways may a bill become a law? Where is the power to declare war vested in this country? Where in England?
6. What is a bill of attainder? Ex post facto law?
7. How are U. S. Judges chosen? Term of office? Name the U. S. Courts. What is the Court of Claims? How are its judgments enforced?
8. How can members of Congress be removed? U. S. Judges? Members of the executive department?

9. In what cases does the Constitution guarantee a jury trial? What is legal tender?

10. In what two ways may the Constitution be amended? How many amendments have been adopted?

PEDAGOGY.

1. State exactly the requirements of the school-law in regard to the suspension of pupils.

2. Name the most important conditions of liberal and effective discipline.

3. Give briefly your plan of teaching reading to young children.

4. To what extent would you use objects and illustrative apparatus in teaching arithmetic?

5. What is induction, and what is its place in education?

6. How do you deal with dull pupils? With the most valuable intellects?

7. What physical sciences should, in your opinion, be taught in public schools, and how should they be taught?

8. How can the teacher best liberalize his own intelligence?

9—10. Criticise the so-called new education, stating briefly what you consider its most valuable features.

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
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THE TEACHERS' READING CIRCLE.


BY DELIA L. WILLIAMS.

The Teachers' Reading Circle is no longer an experiment. A trial of two years has demonstrated the value of combined effort for self-improvement. A few teachers would undoubtedly have read as much and as thoroughly without such aid, but a very large number do not hesitate to testify their obligation to the "Circle," not only for their continuance in this particular phase of well-doing, but also for the impulse to begin it.

Those who have followed the course from the beginning have read more carefully and critically Longfellow, Lowell or Whittier—one or more—and have begun the study of Irving and Shakspeare. They have studied very thoroughly the early history of our country and they have read some of the very best pedagogical works. I submit whether this, in addition to the daily study for school duties, is not a commendable amount of literary work, and I very greatly query whether so much would have been done except for method and co-operation. But the field is still wide. We have gleaned only a flower here and there from it, while as far as the eye can reach the plain is brilliant with bloom.

The course for the coming year is better than that of either of the preceding ones, because the farther inland we get the richer the products. We have in the course choice specimens from Shakspeare, Tennyson and Scott. We finish United States History, which will lead us to a future study of general history. We take a short course in physics, and we have a very valuable and suggestive work in Pedagogics. No teacher in our public schools can afford to ignore or neglect the advantages to be derived from co-study and its attendant discussions, essays, criticisms and helps. While other occupations have their guilds and unions, why should we not combine for the highest possible end, self-improvement?

There is no occasion for any one to complain that the course is too short, or too simple; for it can be made the starting point for an indefinite amount of reading. Take, for instance, the United States History. Ten years of study would not exhaust it. So Ivanhoe can be followed to its historical basis and before one knows it he is plunged into the sea of English History. Payne's Lectures suggest and lead to the limitless field of metaphysical study. Any item of knowledge is a single mesh in a boundless net from which one can go in any direction towards all knowledge. It is never so important *where* we begin and which *way* we travel, as that we begin *somewhere* and persistently go forward towards an *end*.

In a special Reading Circle session at the Saratoga Educational Meetings, we had abundant testimony, from Massachusetts on the east, to Colorado on the west, of the value of the Reading Circle movement. Ten States have already entered upon the work, some of them thoroughly officered and organized, and are doing efficient work. Single counties in Iowa are reported as purchasing 150 copies of one text-book, which means, of course, 150 readers in the Circle for that county. In many counties every teacher is reported as reading the course. Ohio is at a disadvantage in the lack of county superintendency, but our corresponding members are good men and will gladly and faithfully serve the teachers of their respective counties, for love of their profession. Let not Ohio fall to the rear.

Suffer, fellow teachers, a word of exhortation. You that are strong, bear the infirmities of the weak. Hold out a helping hand to those who cannot or do not help themselves. Spread the feast in your county, township, city, village, and compel the indifferent and the timid to come in. Let me entreat you to make a special effort to help every isolated country teacher in your county. Encourage all such to buy the books and make a beginning. The ownership of good books is a great inspiration to reading. If they find it impossible to meet

with other teachers, assist them in forming circles of the most advanced of their pupils and the literarily inclined among their patrons. Make every teacher understand that by the arrangement which we make with publishers he saves in the purchase of books many times the 25 cents membership fee, and the more readers we have the better terms we can make. So important has the Reading Circle interest already become in some of our sister States that several text-books have been especially prepared for the use of Circles. Whether this be commendable or otherwise, it shows that publishers are ready to favor reading circles as they cannot afford to sell to individual buyers. The cheapest way to get a good library is to keep up relations with the reading circle, buying all the books recommended, and as many more as possible, to be used as helps. Which will be the banner county in Ohio?

For information, circulars, etc., address your County Corresponding Secretary, or Supt. E. A. Jones, Massillon, Ohio.

RULES FOR STUDY.



From Baldwin's School Management.

Better study conditions, better learning. Whatever tends to secure effective study, tends to elevate the race. The following rules have proved of great value to many hundreds of students and teachers:

I. TAKE A DEEP INTEREST IN WHAT YOU STUDY.—Cold iron can not be welded. The indifferent student fails to weld the new and the old knowledge. Heat the iron, and a few strokes do the work. Interest is mental heat; learning and memory are in proportion to the interest. A cold, slow, repulsive teacher is a dead failure. He who can not create and sustain a deep interest can not teach. The student who does not take an interest in his work does not learn.

II. GIVE YOUR ENTIRE ATTENTION TO THE SUBJECT.—Attention is the condition of knowledge. But for the accumulated power of attention, learning and progress would be impossible. Close and continuous attention enables the pupil to master difficulties and retain results. As the rays of the sun, when concentrated by the burning-glass, produce combustion, so, when the energies of the soul are directed to a single point, the mind burns its way through all difficulties. Newton said: "The difference between myself and others is, chiefly, that I have acquired the power to concentrate my attention more complete-

ly and to hold it longer on a subject, than most men." Herein lies the secret of success. A giddy, inattentive pupil accomplishes little. A teacher may work miracles, but if he can not secure and hold the attention of his pupils, he can not teach.

III. STUDY SYSTEMATICALLY BOTH AS TO TIME AND METHOD.—A program sufficiently elastic to meet the various circumstances is needed. A well-arranged program enables the student to accomplish double as much as he ordinarily will do without one. "In education," said Everett, "method is everything." The pupil who knows how to study, and wisely uses his time, can prepare his lesson better and in much less time than one who does not know how to study, or who lacks system. A teacher who is not systematic, or who can not train his pupils to system, has no business in the school-room.

IV. MASTER EACH STEP AS YOU GO.—The child asks, "What is it?" the boy or girl, "How is it?" the youth, "Why is it?" The child masters the objective phase of the subject, the boy the analytic, the youth the scientific, and the man the philosophic phase. While in hand, is the time to master the lesson. To go through a book once is sufficient. Let each lesson be a review of previous lessons. "Leave nothing unconquered behind." Teachers who hurry their pupils through the book, who crowd them through many and long lessons, do much to injure them. Study few subjects. Short lessons and long study will produce strong men and thorough scholars.

V. THINK VIGOROUSLY, CLEARLY, AND INDEPENDENTLY.—"Thinking makes the great man." The ninny dreams, leaving others to solve the problems and think out the lesson. In most classes may be found those putty-faced, soft-brained, indolent creatures, who do their best to prove Darwinism. Ability to think rapidly and effectively is the objective point in intellectual culture. Each lesson is studied and taught with this end in view. The honest, independent, and able thinker is the grandest man that walks this earth.

VI. STUDY TO KNOW, NOT TO RECITE.—Studying to recite is one of the greatest evils connected with school life. In many schools the pupils who study to know are the exceptions. The lesson is recited glibly to-day, but forgotten to-morrow. Good marks are secured, but the child is not educated. Right methods of teaching render such reciting impossible. The true teacher inspires the pupil with a love for knowledge. The subject is studied, and the book is used as an instrument. Instead of reciting the facts, theories, etc., given in a book, the pupil tells what he thinks about what the book says. The teacher and the pupil together work out wider, deeper, more accurate

views of the subject than can be obtained from the text-books. Pupils thus taught never *finish* their education.

VII.—USE WHAT YOU LEARN.—Knowledge increases mental power. It is valuable for its own sake. Use keeps knowledge fresh. Think, write, talk. Connect books with nature. Connect past and present acquisitions. In whatever you engage, command and use your entire resources. The true teacher trains his pupils to use what they learn, by continually leading them to tell what they know.

VIII. DULY MIX STUDY, RECREATION, AND REST.—Recreation and rest are essential to physical vigor, and hence to effective study. Winship practiced gymnastics and lifting for an hour or two each day, until the weak boy became the strongest man in the world. Daniel Webster would concentrate his mighty powers for a time, then take recreation, and he became the intellectual giant of the age in which he lived. "Work while you work; play while you play." Hard study hurts no one. The greatest thinkers are usually healthy. Man was made to think.

TO TEACHERS.—How can you benefit your pupils more than by *teaching* them one of these rules each week? In eight weeks they will all be learned, and your pupils will be able to do more and vastly better work. You can illustrate the rules and train the learners to apply them. In all my school course I do not remember receiving any instruction in the art of study. Half my energies were wasted. From the heart I urge you to assiduously train your pupils how to study; you have no duty more important.

COMPOUND NUMBERS.

BY O. W. WEYER, PRINCIPAL WELLS SCHOOL, KEOKUK, IOWA.

In presenting this paper on Compound, or Denominate Numbers, I propose to discuss first, how *much* of the subject should be taught; secondly, *how* it should be taught.

Compound numbers may be classified into measures of extension, capacity, weight, time, angles and value. In extension we have long or linear measure, square or cubic measure. In linear measure I would use the following table :

12 in. = 1 ft.	16½ ft. = 1 rod.
3 ft. = 1 yd.	320 rods = 1 mile.

The old denomination, furlong, not now in use, should be ignored.

I am inclined to think that the rod will be better understood as $16\frac{1}{2}$ feet, than as $5\frac{1}{2}$ yds., for the reason that the foot is a more familiar unit to most young people than the yard is. In square measure teach that

$$144 \text{ sq. in.} = 1 \text{ sq. ft.} \qquad 9 \text{ sq. ft.} = 1 \text{ sq. yd.}$$

As the square rod is used only in measuring land, let it be taken as a unit, and teach $160 \text{ sq. rods} = 1 \text{ acre}$, without introducing into the table, $30\frac{1}{4} \text{ sq. yds.} = 1 \text{ sq. rod}$.

In cubic measure teach the cu. in., cu. ft. and cu. yd., and that $128 \text{ cu. ft. of wood} = 1 \text{ cord}$; and $24\frac{3}{4} \text{ cu. ft. of stone} = 1 \text{ perch}$.

In dropping part of the tables in measures of extension, I have followed my own judgment, trying to retain all that is necessary for ordinary business purposes. In treating of measures of weight and capacity, I shall be guided by the result of my inquiries among a few of the business men of this city,—men who would be considered good representatives of their respective businesses.

In measures of capacity we have liquid and dry measure. I found, in liquid measure, nothing less than a pint, nor more than a gallon. The only table necessary is $2 \text{ pts.} = 1 \text{ qt.}$; $4 \text{ qts.} = 1 \text{ gal.}$

The terms barrel and hogshead, meaning a certain number of gallons, are not used.

In dry measure the merchants sell by the quart, peck or bushel; the pint being recognized as one-half of a quart; hence pints might be dropped from dry measure.

In measures of weight, our books usually give three tables, troy, apothecaries, and avoirdupois weight. What we in our books call apothecaries' weight, the apothecaries themselves call troy weight. It is used only to proportion parts in the compounding of medicines, and is not used at all in buying or selling: all drugs being bought and sold by avoirdupois weight. I would favor the omitting of apothecaries and troy weight in our teaching, as weights of no use to our pupils; unless, indeed, they should enter the special lines of business in which the weights are used, and even then, they would have them—if not to learn,—at least to relearn.

In avoirdupois weight there is, as a matter of fact, no such a weight as drams, the ounce being the smallest unit used by grocers. Drug-gists divide the avoirdupois ounce into halves, quarters and eighths. The term quarter, meaning twenty-five pounds, is not used; and a hundred weight is usually called a hundred pounds. The avoirdupois table in actual use is, $16 \text{ ozs.} = 1 \text{ lb.}$; $2,000 \text{ lbs.} = 1 \text{ ton}$.

In connection with avoirdupois weight the conversion of pounds into bushels should be taught.

The table of time measure cannot well be shortened.

Circular or angular measure should be omitted in the ward schools, and left for the high school; where, in connection with higher mathematics, it may be understood.

In measures of value we are interested only in United States money. It seems to me that a table like this: 5 cts. = 1 nickel; 5 nickels = 1 quarter; 2 quarters = 1 half; 2 halves = 1 dollar,—would be equally as useful as 10 mills = 1 ct.; 10 cts. = 1 dime; 10 dimes = 1 dollar; and 10 dollars = 1 eagle. All the table necessary is 100 cts. = 1 dollar.

In connection with square measure, I would teach the carpeting of floors with carpets of different widths, allowing for waste in matching figures; the plastering of walls and ceilings, following the custom of plasterers in making no allowance for doors and windows; finding the number of acres in a piece of land of any given dimensions, and, in higher classes at least, locating and describing half and quarter sections; and the measuring of lumber.

The measuring of wood should be well taught in cubic measure; as should also the digging of excavations. In wood measure, that part of the table which reads,—“16 cu. ft. = 1 cord ft.; 8 cu. ft. = 1 cord,”—may be omitted as not being in practical use. Liquid and dry measure should be combined with cubic measure in finding the number of gallons in rectangular cisterns, and the number of bushels in bins.

I would shorten the work in reduction, addition, subtraction, multiplication and division of compound numbers at least one-half. This can be done by dispensing with such problems as, reducing tons to drams, or bushels to gills, and substituting problems such as occur in daily life, and in which more than two denominations are seldom used. As a practical business matter, I am inclined to think that the addition, subtraction, multiplication and division of compound numbers, as set forth in our books, are well nigh worthless to a business man. In my own limited experience, I believe I have had no use for them outside of the school-room.

The many denominations and long reductions tend to confuse the child, burden him with useless units, and prevent his gaining the very knowledge which is designed to be imparted.

The only argument in favor of extended compound numbers is, that the teaching of them imparts discipline. If the discipline cannot be otherwise acquired, if there are no other subjects so well suited to that purpose, then by all means retain the subject as it is; but there certainly are other subjects having discipline equal in quantity, and superior

in quality. To summarize, I would reject fictitious and obsolete measures, and teach numbers as they are used in actual business, and make up the loss in discipline in other subjects.

In teaching compound numbers, the school should be furnished with weights and measures adapted to the various divisions of the subject, and the pupils required to use them until familiar with them. In extension, we would need the inch, foot and yard measure; in capacity, the pint, quart, and gallon for liquids, and the quart, peck and half bushel for measuring dry articles; in weight, scales weighing from one ounce to several pounds; in value, toy money of one, five, ten, twenty-five, fifty cent pieces, and dollars.

By measuring distances on the blackboard, and about the school-room, the pupil should be made familiar with the inch, foot, yard, and rod, and, knowing these units well, he should, from the table for linear measure, build the tables for square and cubic measure. He should not be taught that feet multiplied by feet give square feet, but that the square foot is the unit, the multiplicand is square feet, and the multiplier an abstract number. The same line of reasoning should prevail in cubic measure.

In liquid measure, the pupil should measure water by pints, quarts and gallons; in dry measure, a quantity of sand or wheat bran would be suitable for learning quarts, pecks and bushels. The sand and bran would also answer for practice in weighing ounces and pounds on the avoirdupois scales.

In general, both reduction ascending and descending should be confined to two denominations; and all through reduction, addition subtraction, multiplication and division, constant use should be made of the ruler, the yard-stick, the measures, and the scales, and pupils should be taught to solve a question with the quart and gallon measure as well as with the slate and pencil.

By some such plan as the one outlined in this article, the subject may be taught in much less time and with much better results than by the method usually followed.—*Central School Journal*.

A POINT IN MORAL TRAINING.

BY JOHN M. DAVIS.

That moral training is not only an appropriate but also an indispensable part of school work, none will deny. That it is as badly done as is asserted by a class of critics who have of late been assailing the methods and questioning the value of school training, teachers will not admit, for they know many of the criticisms to be either unfound-

ed or grossly exaggerated. But, that the work of moral training is accomplished as fully as possible by our school instruction and discipline, no teacher will claim. The critics are no more anxious than the teachers for improvement in this direction. In the meantime, we must rely upon the teachers, rather than their critics, to find new methods, and to apply with greater skill and power old methods so as to gain the better moral result desired.

I take it that the highest end of moral training is to bring the mind to the fixed habit of willingly and promptly doing right because it is seen to be right. Herbert Spencer has at least one golden sentence in his *Moral Education*, "Bear constantly in mind the truth that the aim of your discipline should be to produce a *self-governing being*; not to produce a being *to be governed by others*."

In working toward this end I believe that a mistake is often made by trying to lead young and undeveloped persons to form an ideal of the personal excellence which they should strive to attain. Is it not impossible for immature minds to form distinct and correct images of mature character?

I have heard children express the most grotesque notions in regard to the characters of historical personages whose biographies they had been reading. The reason was, the characters described were matured and their conduct had motives and bearings beyond a child's understanding. At the same time, the children were gravely exhorted to take these historical characters as models. It is not strange that many a boy has had something very much like an impulse of conscience urging him on to hack a cherry tree.

Let teachers take all pains to lead their pupils to obey promptly the dictates of their consciences as these dictates are separately given. This is a simple course, not at all bewildering or misleading. The idea of duty in the abstract is apparently quite clear to most children. Also, the conception of the child's simple duties is quite clear, however unable he may be to comprehend the wide and complex range of obligation in which a man must act. The obligation to truthfulness, justice, and kindness in his present relations is something we can make every child see if not feel. What the child needs is to form the habit of heartily and instantly obeying these individual behests of conscience. It is the teacher's work to train him in this habit. In doing this he can not depend upon the child's sense of duty to secure the dutiful act in all cases. Children, as well as adults, sometimes knowingly do wrong. Authority as well as persuasion is required in this training. The teacher must judge in every case by which method he will secure the doing of what the pupil knows he ought to do; but, *by one method or the other, he must see that it is done.*

In this way the habit of obeying the commands of his own conscience and the habit of yielding to an authority known to be just are formed together in the child's character. The habit strengthens as his power to understand new and more complex duties increases.

The teacher whose clear instruction and wise and firm discipline aid the pupil to advance at the same time in the perception and the practice of present duty, does much better than the one who tries to secure the premature conception of excellencies which are to be understood as well as gained only by growth.

Rio Grande College.

GENERAL GRANT ON PUBLIC EDUCATION.

The recent death of General Grant adds interest to the following memorable words, uttered at Des Moines, Iowa, Sept. 29th, 1875, at the annual reunion of the Army of the Tennessee:

"COMRADES—It always affords me much gratification to meet my old comrades in arms of ten and fourteen years ago, and to live over again in memory the trials and hardships of those days—hardships imposed for the preservation and perpetuation of our institutions. We believed then, and believe now, that we had a good government, worth fighting for, and, if need be, dying for. How many of our comrades of those days paid the latter price for our preserved Union! Let their heroism and sacrifices be ever green in our memory. Let not the results of their sacrifices be destroyed. The Union and the free institutions for which they fell, should be held more dear for their sacrifices. We will not deny to any of those who fought against us any privileges under the government which we claim for ourselves; on the contrary, we welcome all such who come forward in good faith to help build up the waste places and to perpetuate our institutions against all enemies, as brothers in full interest with us in a common heritage; but we are not prepared to apologize for the part we took in the war. It is to be hoped that like trials will never again befall our country. In this sentiment no class of people can more heartily join than the soldier who submitted to the dangers, trials and hardships of the camp and the battlefield. On whichever side they may have fought, no class of people are more interested in guarding against a recurrence of those days.

"Let us then begin by guarding against every enemy threatening the perpetuity of free republican institutions. I do not bring into this assemblage politics, certainly not partisan politics; but it is a fair sub-

ject for soldiers in their deliberations to consider what may be necessary to secure the prize for which they battled in a republic like ours. Where the citizen is the sovereign and the official the servant, where no power is exercised except by the will of the people, it is important that the sovereign—the people—should possess intelligence.

“The free school is the promoter of that intelligence which is to preserve us as a free nation. If we are to have another contest in the near future of our national existence, I predict that the dividing line will not be Mason and Dixon’s, but between patriotism and intelligence on the one side, and superstition, ambition and ignorance on the other. Now, in this centennial year of our national existence, I believe it a good time to begin the work of strengthening the foundation of the house commenced by our patriotic forefathers, one hundred years ago, at Concord and Lexington. Let us all labor to add all needful guarantees for the more perfect security of free thought, free speech, and free press; pure morals, unfettered religious sentiments, and of equal rights and privileges to all men, irrespective of nationality, color or religion. Encourage free schools and resolve that not one dollar of money appropriated to their support, no matter how raised, shall be appropriated to the support of any sectarian school. Resolve that neither the state nor nation, nor both combined, shall support institutions of learning other than those sufficient to afford to every child growing up in the land, the opportunity of a good common school education, unmixed with sectarian, pagan, or atheistical tenets. Leave the matter of religion to the family altar, the church and the private school, supported entirely by private contributions. Keep the church and state forever separate. With these safeguards, I believe the battles which created the Army of the Tennessee will not have been fought in vain.”

NOTES AND QUERIES.

THE SUPERINTENDENTS’ ASSOCIATION.

Is it not time to abandon the Superintendents’ Section of the Ohio Teachers’ Association, as a separate organization? Its exercises long since ceased to be distinctively characteristic. Not one of the papers read at Chautauqua was of special interest to superintendents. They could have been included, with equal propriety, in the program of the General Association. Why should this double-headed arrangement be continued?

W.

KEYS AND QUESTION BOOKS.

If you are acquainted with the two books, "A Complete Key to Harvey's Grammar." and "One Thousand Questions on History, Grammar, and Geography, respectively," be so kind as to give me your opinion of them as helps in teaching. I. A.

Oberlin, O.

I am not acquainted with the books named, but I place a low estimate upon books of that class. I believe that, as a rule, they are a hindrance to sound education. It is no recommendation to a young teacher to find him spending his time on such books. He could spend his time to much better advantage.

A teacher, unable to use Harvey's grammar successfully without a key, is not at all likely to do good work with a key.

A volume of searching questions, prepared by an experienced and skillful teacher of ripe scholarship, might be helpful in acquiring the art of questioning; but the question books upon which so many teachers are ignorantly wasting their money and time are not of that character. They are a very poor quality of cut-feed from which deluded teachers seek to draw sufficient nutriment to enable them to stand the ordeal of the county examination—ED.

QUERIES.

1. What are the causes of the earth's rotation and revolution?
A. A. H.
2. If an article had cost me 10 per cent. less, my per cent. of gain would have been 11 more. What per cent. did I gain or lose?
J. P. D.
3. Where does the history of the United States properly begin?
R.
4. July 5, 1810, was what day of the week? Explain the process by which the result is reached.
R.
5. Is twilight longer in winter or in summer? Why?
6. What is the explanation of the sound heard on applying a seashell to the ear?
T. C. B.
7. A ladder standing perpendicularly against the side of a house was lowered 5 feet at the top, which caused the base to stand 25 feet from the house. What was the length of the ladder?
J. P. D.
8. The length and breadth of a ceiling are as 6 and 5; if each dimension were one foot longer, the area would be 304 sq. ft.: what are the dimensions? Arithmetical solution.
W. S. D.
9. What per cent. is gained by selling 14 ounces of tea for a pound? In solving this problem, which is considered the base, 14 or 16?
F. J. D.
10. Every age
Bequeaths the next for heritage,
No lazy luxury or delight.
Parse "next" and "luxury."
J.
11. Not a having and resting, but a growing and becoming is the true character of perfection as culture conceives it. Analyze.
R.

EDITORIAL DEPARTMENT.

To the list of successful applicants for ten-year certificates, printed in our last issue, should be added the following names: Edward Truman, Parkman; M. E. Thraikill, Williamsport; and Salathiel Ogan, Jamestown. This correction is made at the request of a member of the Board of Examiners, who says the above names were omitted from the original list through some oversight.

The wise student is not merely a receiver of other men's words and thoughts; he is a thinker of thoughts himself. The ability to think is of more value than knowledge. Most of the direct effort to obtain knowledge results in emptiness, but practice in thinking begets fullness and power.

A late writer compares learners in modern schools to kettles hung at the pump-spout—most of them with the lid on. The teachers are occupied in pumping, and there is a great splash, but most of the kettles remain empty.

How can teachers that have no power to think train their pupils to think? How can teachers with small capacity for looking and seeing train their pupils to look and see? The best thing a teacher can do for his pupils is to train them to see. It has been said that Socrates taught nothing, yet his pupils learned everything. By skillful questioning he led them to look and see for themselves. He "sent new longings and new capacity for satisfying longings into his disciples."

Only a few men can ever become learned. High attainment in scholarship can never be reached by the many, but they can receive training. They can, be trained to activity and skill in some department of the world's work. It cannot, then, be the chief end of a teacher to fill the minds of his pupils with knowledge, though that seems to be the great demand in this day. Power and skill are of more value to the individual and to society than great store of information.

Every man should aim to make as much of himself as the stuff will make no matter by what employment he earns his bread. There is a place and a work for every man, and every one grows best in his own place. When a man has found his work and his place he has made progress in right education.

That education is best for a young person that will do most to put him in the way of growing, and that will give him the greatest bent in the direction of constant self-improvement. Schools can furnish but a small part of the

education which every one needs. A good home is a better educator than the best schools. I believe the best part of my education was obtained on the farm, where I learned to do hard work and *to stick to it*. In saying this I do not disparage learning. Learning is of great value when connected with good character—real manhood, courage, uprightness, will-power, industry, perseverance; but it is of very little worth without.

It isn't the one who works the hardest that talks the most about it. There are a great many teachers that do very hard work, but they do not sound it abroad. Then there is the tired teacher, and he makes all his friends tired, too; weariness with him is chronic. He is never happy unless he is worrying himself or somebody else. He likes to tell how much he has done and how much more there is for him to do if he could only find time. To hear him tell the story one would think him almost killed from work, and in fact it would seem charitable to wish him not almost but quite out of his misery and in his grave. My own idea is that even there he would complain that he had too much to do; it is possible to base a complaint of overwork on very little actually accomplished.

It is usually the case that the one who speaks longest and loudest about his gigantic labors is really frittering away his time and a little energy in doing things that were better left undone. It is possible for a weak brother to mistake the worry that results from indecision of character for work; but torment from making up one's mind is not labor; it may be difficult, dependent somewhat upon the mind, but it isn't work in the highest sense. There is no virtue in being tired, nor in always speaking of it. It is better to do one needful thing and keep it to yourself than it is to do ten needless things and then inform the community of the fact.

To do the right thing and not boast of it is health to the bones, even if no one finds it out.

At a meeting of the Board of Control of the State Reading Circle I was directed to prepare a brief article for the MONTHLY, giving to its readers a general view of what had been done at the summer associations relative to Reading Circle matters.

Now that I have taken my pen, and assumed the thoughtful attitude characteristic of historians, the solemn truth rises before me that there was very little done that has not already been presented to the readers of the aforesaid journal.

The executive committee of the State Association gave the Circle a favorable time upon its program. Mrs. Williams made a restatement of the *raison d'être* of Teachers' Reading Circles, Mr. Burns read the minutes of the last meeting of the Board of Control, Dr. Hancock gave some practical hints concerning the needs of "country and other teachers," drawn from his experience and observation in county institutes, and announced that a circular would be prepared and distributed which would give full information as to the price of books adopted, and the best mode of organizing circles. This was to be scattered, thick as autumnal leaves that strew the brooks, in the county institutes,

and I hope our worthy Corresponding Secretary has had no let nor hindrance in getting it out. The institutes, at this writing, are in full bloom. But to go back. The chairman, Mrs. Williams, into whose hands Pres. Schuyler had entrusted the Association for the time, called upon representatives of county circles for reports of what was doing, and in response interesting remarks and suggestions were made by Mr. Herriman of Medina, Mr. Dean of Fayette, Mr. Henry of Columbiana, Miss Sutherland of Richland, Miss Dutton of Cleveland, Mr. Campbell of Delaware, Messrs. Schnee and Findley of Summit, Mr. Boyd of Van Wert, and Mr. Hartzler of Licking. I say "interesting remarks" because I remember that I "wished there was more, and that's the great art" of making remarks. A sentence or two from each may be found in the August MONTHLY, p. 418.

And this leads me to say that the Association should employ a short-hand reporter; and I say this the more *italically* because I make no speeches myself.

Many other persons were ready with reports, but the hour was up, a habit hours have when your speech is yet unsaid, and we turned our attention to other matters. This time the other matter was more psychology; though perhaps at the late meeting psychology was hardly *another* matter. It seems evident from the proceedings of the Ohio and the National Associations in this year of grace that the American schoolmaster in the immediate future is to be a psychologist, "explaining metaphysics to the nation—I wish he would explain his explanation."

But to go back again. The action taken by the meeting of state and county examiners pertinent to the Reading Circle and its course, is the most decided step in advance which this "cause" has taken lately. Examiners can talk with more force than other speakers; not because they are always more eloquent, but for reasons which need no statement. Ohio is so nearly bare of school machinery, and in so many things moral suasion is our only arm of power, that a generous lift from all boards of examiners will be highly appreciated by those who are trying to guide this movement to permanent results.

At Saratoga the most prominent topic outside the regular program was answers to such questions as these: What are you doing in this Reading Circle movement in your State, and how are you doing it? There were gatherings in private rooms, and there was quite a lively experience meeting in the hall, moderated by Dr. Hancock of Ohio. In fact, Ohio's claim as the birth-place of this movement was very generally granted, though one paradoxical state thought she was older than her mother.

N. B.—The package of circulars sent by Sec. Jones has arrived. Our county institute organized a county reading circle to-day. B.

One of the most common errors of the school room is the hurrying of recitations. Undue haste to "go over" the lesson leads to confusion rather than to understanding. The opposite error is also quite common,—that of dawdling upon that which is already known. Such recitations may seem to be "brilliant," but they are comparatively valueless. There is a happy mean, within the reach of us all, but which is secured only when the true purposes of the recitation are clearly apprehended;—that of developing thought, of giving

expression to thoughts already more or less clearly developed, the correction of misapprehensions on the part of pupils and the clearing up of doubtful points. It is of the first importance that we ascertain promptly that which is not clearly understood by the pupil. When this is ascertained, our duty is clear. The "recitation" immediately takes the practical form of an interesting and profitable lesson, a feature which should characterize every recitation.

L. D.

EDUCATIONAL INTELLIGENCE.

—The commencement exercises of the Ohio Normal University, at Ada, were held July 23. There were sixty graduates.

—The Hanging Rock high school has been supplied with philosophical apparatus to the amount of two hundred dollars.

—It is estimated that more than eighteen thousand young women are now pursuing college courses of study in this country.

—The Fall term of the Western Reserve Normal School will open Sept. 8. For information address B. B. Hall, Milan, Ohio.

—A normal institute term of four weeks was held at Hiawatha, Brown Co., Kansas. C. P. Carey, formerly an Ohio teacher, was one of the instructors.

—The Piqua Board of Education has abandoned separate schools for colored youth, and authorized the attendance of all colors at the same schools.

—The Medina County institute issued a daily paper during its session, called *The Daily News*, containing the proceedings of the institute and the addresses delivered during the session.

—At the commencement exercises of the Chardon high school, which were held June 18, thirteen pupils graduated, ten ladies and three gentlemen. This is the largest class in the history of the school.

—Among the professors in the universities of Germany at the present time there are one hundred and fifty-seven between the ages of seventy and ninety, of whom one hundred and twenty-two still deliver lectures.

—Quick's Essays on Educational Reformers, published by Robert Clark & Co., of Cincinnati, has been adopted by the Wisconsin Teachers' Reading Circle as one of the books of the course prescribed for its members.

—Ginn and Company, of Boston, announce for September "Outlines of Medieval and Modern History," by P. V. N. Myers, a work which deals with the essential elements and with the accidental features of the life of the race.

—An interesting session of the Morrow County institute was held at Iberia. The enrollment reached 161. M. W. Spear, of Mt. Gilead high school, was elected president. Quarterly meetings of the teachers will be held during the coming year.

—The Meigs County institute was in session three weeks, beginning July 27. There was a good attendance and marked interest. Most of the work was done by home talent. R. H. Holbrook was present the last week, and did effective work.

—Supt. B. F. Perry reports a very successful institute (four weeks) just closed in Ashtabula County. The institute prepared a course of study for schools in township districts and recommend its general adoption in the county.

—Wednesday, August 19th, was a great day at Chautauqua. It was C. L. S. C. Commencement Day. The graduating class of 1885 numbers one thousand members from thirty-six different States and Territories, and contains about two hundred teachers.

—Rio Grande College has received recently by will a property worth about \$75,000, which will enable the college to do better work than ever before. Fall term began Aug. 24. For catalogues etc., address Rev. J. M. Davis, Secretary, Rio Grande, Gallia Co., Ohio.

—F. S. Alley, principal of schools at New Paris, reports a successful institute (one week) in Preble County, closing Aug. 14. M. Manley and O. T. Corson were the instructors, both of whom did very satisfactory work. Mr. Manley's lecture on "National Unity" is spoken of as specially meritorious.

—The Cleveland Board of Education has reduced the "merit" salary from \$625 to \$600. The highest salary paid on experience has been raised from \$525 to \$550. The city schools open Sept. 7. The first three days are to be devoted to institute work, Hon. E. E. White of Cincinnati, being one of the instructors.

—The Fall term of Poland Union Seminary began Aug. 25. The success of this institution the past year was exceedingly gratifying to all concerned, and an increased attendance through the coming year is confidently expected. W. B. McCarthy, the principal, seems to have awakened a new interest, and is making for himself a reputation for energy and efficiency in the management of the institution.

—A two-weeks session of the Logan County institute closed Friday, Aug. 21. J. W. MacKinnon, Henry Whitworth, Rev. John Williamson and Dr. Brooks were the principal instructors. Saturday of the first week was set apart as "Directors Day." A permanent organization of directors was effected, known as the Logan County School Directors' Association, the object of which is to gain information as to official duties, and promote mutual acquaintance and helpfulness. This is a very commendable movement, which we hope may extend to other counties.

—The program for the annual meeting, in December next, of the Kansas Teachers' Association, is already issued. A friend sends us a copy with this note on the margin: "This looks like the other extreme" (from that of the Ohio Association)—"cut-feed in small doses."

There are five separate sections, viz: Common School Section, Graded and High School Section, Normal Section, College Section, and County Superintendent's Section. Each section is to hold two half-day sessions, and there will be two half-day joint sessions of all the sections. Papers in some of the sections are limited to *ten* minutes, and each speaker following in the discussion to *four* minutes; in other sections and in the joint meetings, papers are limited to *fifteen* minutes, and each speaker in the discussion to *five* minutes.

—The graded schools of Green Township, Hamilton County, have been in successful operation during the past year, and the three pupils who finished the course were awarded diplomas. Several public meetings in the interest of township grading were held within the year. These were well attended by the citizens, and considerable enthusiasm was aroused in favor of the system. All of the principals and nearly all of the teachers have been re-elected for the coming year, in most cases with increased salaries. P. C. Hill was re-elected superintendent, and his salary was increased. The following are the principals: F. Bennett, F. W. Bryant, T. L. Feeney, A. L. Greiser and P. C. Hill. The course of study includes several high school branches, and it is expected that others will be added soon, necessitating the establishment of a central high school. 500 pupils were enrolled in the township, and 15 teachers were employed the past year. P.

—The Bucyrus Township teachers' association was organized last April. Its constitution provides that a regular meeting shall be held on the first Saturday of each month. Meetings have been held, in accordance with this provision, each month except July. The county examiners kindly furnished the association the use of their room for its meetings. The meetings have been profitable and instructive.

Each program is varied with essays, recitations, lectures and discussions. A question box is provided, which furnishes a large amount of work for the members. At the last meeting one and one-half hours were used in the discussion of questions. The officers are, E. J. Gifford, President, and Miss Belle Kerr, Secretary. A.

—One of the most successful teachers' institutes of Gallia County was held at Gallipolis during the week beginning July 27. Enrollment 123. Instructor, Dr. Samuel Findley, editor of the OHIO EDUCATIONAL MONTHLY. The instruction was of a high order, and gave great satisfaction to those in attendance. This solid dish, seasoned with a little discussion, and followed by home talent, as a dessert, made a royal feast.

If the suggestions and counsels which Dr. Findley gave on school government are followed, the schools of the county will reap advantage. Last year Dr. Findley gave, as a premium, a bound volume of the OHIO EDUCATIONAL MONTHLY to the teacher receiving the best average grade in spelling. Miss Mary Walter gained the prize. This year the prize awarded was a year's subscription to the OHIO EDUCATIONAL MONTHLY. The prize was won by Miss Della B. Gilmore, a prospective teacher.

Though the term was short, great interest was manifested by the teachers, and each returned to his field of labor with renewed energy and zeal.

L. D. Brown, State Commissioner of Schools, gave us a pleasant call and some wholesome advice.

A Teachers' Reading Circle was discussed and organized. The officers for next year are as follows: Prof. J. M. Davis, President; R. D. Neal, Vice President; Mary Walter, Secretary. BELLE BLAZER, Sec.

—The Mahoning County institute closed a two weeks' session August 14th. It was held in the chapel of the Normal building at Canfield, and is claimed to have been the best institute ever held in the county. A large attendance

and an unusually deep interest on the part of the teachers made it a great success.

The following program was presented: Prof. B. E. Helman, Geography, Grammar, and U. S. History; Prof. H. C. Muckley, Arithmetic, Physiology, and Science; Prof. F. B. Sawvel, Psychology, Pedagogics, Drawing and Music. The work was interspersed with two sociables, two spelling-matches, a lecture on "The Problem of Population," by B. E. Helman, a microscopic entertainment, and an interesting and instructive lecture by Prof. J. C. Ransom, Principal of the Normal School, on "The Historical Development of the English Language."

—Montgomery is thus far the banner county of the State, in the substantial list its teachers have given the MONTHLY. *Sixty-six* names were added to our list at the two weeks institute which closed last Friday. "And we will not relax our efforts," writes the correspondent, "until the MONTHLY is placed in the hands of every teacher in the county." Well done! Of the institute itself, which was held at Dayton, Mr. W. J. Patterson writes in the most enthusiastic terms. Reading in the MONTHLY of the experience of counties in whose institutes home talent had been employed, the Montgomeryites adopted that plan for the first week and called in outside help for the second week. The teachers were highly pleased with the instruction of Doctors Mendenhall and Ellis.

"During the first week, a County Reading Circle was organized, with the aid of Supt. J. J. Burns, who has won the hearts of the teachers by his genial manners and the deep interest he manifests in their welfare."

PERSONAL.

—Frank Stoll has been elected principal of the Green Camp schools.

—M. J. Grable will have charge of the Canfield schools the coming year.

—D. N. Cross continues in charge of the schools at New Madison, Ohio.

—R. M. Mitchell, of Oakley, is to be principal of the Dayton, Ky., schools.

—E. C. Palmer will have charge of the schools at Republic, O., the coming year.

—J. Maxwell Boggs, of Hartley, O., has been elected principal of the Oakley schools.

—J. Fraise Richard has been conducting teachers' institutes in Indiana and Kentucky.

—Scott Dougal has engaged to teach at Dalton, Wayne Co., Ohio, for the next two years.

H. H. Spain has accepted the superintendency of the Unionville schools for the coming year.

—C. W. Mykrantz, Ashland County, has accepted the superintendency of schools at Paola, Kan.

—J. H. Lowe, of Dayton, Ky., succeeds E. L. Agin as principal of the First District, Covington, Ky.

—A. E. Winter, A. M., a graduate of the Ada Normal School, has been elected principal of Ashland College.

—L. T. Kirk, of Sedalia, will have charge of the Richmond, Mo., schools the coming year.

—J. R. Walton will have charge of the schools at Edgerton, O., the coming year. Salary \$800.

—Emma A. Magruder, of Marietta, will have charge of the grammar department at Orrville, the coming year.

—Miss M. Lelia Kelly, of the Bellevue high school, has been appointed to a position in the Gallipolis high school.

—W. O. Bailey has resigned the superintendency of schools at La Rue, Marion Co., O., and removed to Sheridan, California.

—E. S. Loomis, principal of the Richfield high school, has been appointed to the chair of mathematics in Baldwin University, at Berea.

—Miss Daisy M. Scott, a teacher in the Columbus schools, has been elected to a position in the high school at Washington (c. h.), Ohio.

—C. W. Carroll has been unanimously re-elected superintendent of the Char-don public schools. Salary \$1200. This is his eighth election.

—H. L. Frank, for several years in the Greenville high school, has been elected superintendent of the West Liberty schools. Salary, \$1100.

—C. W. Wynant, at one time in charge of the schools at New London, Ohio, has accepted the position of principal of schools at Mound City, Ill.

—Miss Emma Waterman, of Waterloo, Ind., a graduate of Hillsdale College, class of '83, will be Preceptress at Rio Grande College the coming year.

—J. F. Fenton, one of the Clinton County school examiners, who has had charge of the schools at New Vienna, will be located next year at Germantown.

—B. F. Remington, of Huron County, graduated at the Lebanon Normal University in July last, and goes to Ossian, Ind., to take charge of the schools there.

—J. B. Cash, an Ohio teacher who has had charge of the high school at Atchison, Kan., has accepted the principalship of the high school at Council Bluffs, Iowa.

—Lewis D. Bonebrake, of Elmore, succeeds J. M. Goodspeed as superintendent of the schools of Athens, O. Major Goodspeed retires after a long term of service at Athens.

—Frederick Schnee, member of the Summit County Board of Examiners, and principal of schools at Norton Center, has been chosen to succeed W. H. Rowlen as superintendent of the Cuyahoga Falls schools.

—Minnie B. Worcester, for the past three years a teacher in the Western Reserve Normal School, has declined to retain her position at an advanced salary, and returned to her home in Oberlin. She is an excellent lady, a thorough scholar and a faithful teacher.

B. B. H.

—State School Commissioner Brown has been actively engaged during the institute campaign, having addressed the teachers of Ashtabula, Gallia, Meigs, Clinton, Putnam, Miami, Shelby, Warren, Adams, Montgomery, Licking, Coshocton, Noble, Athens, Fairfield, Trumbull, Lake, Geauga and Portage Counties (up to Aug. 21.) He reports good attendance everywhere.

—James M. Hammond, first assistant in the Steubenville high school, has been called to the principalship of the Fourth Ward school, Wheeling, West Virginia, at a salary of \$1100. Mr. Hammond regrets to leave Ohio, but an increase of salary is an "effectual calling."

—W. H. Rowlen has resigned the superintendency of the Cuyahoga Falls schools, to engage in other business. Mr. Rowlen's efficient management of these schools for the past three years has given great satisfaction to his patrons, and his resignation was accepted with much reluctance.

—Hon. Charles S. Young, formerly a teacher in the Norwalk high school, and now State Superintendent of Public Instruction for Nevada, has entered the field of journalism as editor of the *Carson Free Lance*. He writes with force and spirit concerning the necessity of advancement in the educational work of Nevada.

—The friends of Dr. A. Schuyler, of Berea, will be pained to learn of the death of his wife. She died suddenly, of cancer, August 18. Dr. Schuyler was called from an institute in Hamilton County, but did not reach home until after she had passed away. A very large circle of friends will sympathize deeply with Dr. Schuyler in his bereavement.

—A correspondent, writing from Monteagle, Tenn., speaks of Prof. L. S. Thompson's work in the summer school there in the following very complimentary terms: "Prof. Thompson's lectures and classes have been centers of interest to every one attending the summer schools. The scholarly attainments and technical skill of this gentleman would anywhere commend him to intelligent appreciation. It is an honor to Purdue University to be represented in the South by such a man as Prof. Thompson."

—P. R. Mills, for several years superintendent of schools at Richwood, Union Co., Ohio, died July 27, at Marysville, Ohio. He resigned his position at Richwood more than a year ago, on account of failing health, and went to California with the hope that a change of climate would be beneficial; but on his return to Ohio last May it was evident that he had but a short time to live. He was much respected as a citizen and as a teacher. His funeral occurred at Marysville, July 29, and was attended by a large concourse of people, including the Richwood Board of Education. A wife and two little daughters survive him.

BOOK NOTICES.

Lectures on Teaching, Delivered in the University of Cambridge during the Lent term, 1880, by J. G. Fitch, M. A., one of Her Majesty's Inspectors of Schools. New Edition: with a preface by an American Normal Teacher. New York: MacMillan & Co., 1885. Price \$1.00.

Many good books on teaching have appeared in the last twenty-five years. One of the best of them all is Fitch's *Lectures*. Its style is vigorous and clear, and it goes to the heart of almost every phase of the teacher's work. The publishers have done a great service to the cause by bringing this excellent work within the reach of the humblest teacher.

The Education of Man. By Frederick Froebel. Translated by Josephine Jarvis. New York: A. Lovell & Co., 1885.

This is Froebel's first work and was first published in 1827. It treats of "Man in the period of his earliest childhood," of "Man as a boy," and of "Man as a scholar. There is an obscurity, a want of logical clearness, in Froebel's writings which makes him at times unintelligible to the ordinary reader; but few have had deeper insight into child-nature or made greater contribution to a true philosophy of education.

Sadler's Hand-Book of Arithmetic, containing the Principles of Arithmetic, Inductively presented, and over 5,000 Problems to exhibit their application. Complete edition. By W. H. Sadler, President of the Bryant, Stratton and Sadler Business College. Baltimore: W. H. Sadler, Publisher, 1885.

The characteristic features of this work are: 1. The great number and variety of examples for practice. 2. The omission of all definitions. The author prefers the handling and inspection of an object to the memorizing of any description of it. 3. The omission of rules. A rule may serve as a guide to the blind. Those that have eyes should be led to see for themselves. 4. The omission of solutions. Inductive questions are substituted, designed to lead the pupil to the discovery of the successive steps of a solution.

The author's motto seems to be: Crutches aside; rise up and walk.

Theory and Practice of Teaching. By the Rev. Edward Thring, M. A., Head Master of Uppingham School, Late Fellow of Kings College, Cambridge: New and Revised Edition. Cambridge: University Press. New York: MacMillan & Co. 1885.

The theory of teaching is discussed in Part I, and Part II is devoted to a discussion of the practice of teaching. It is original in style and illustration, and strikes hard blows at mere mechanism and pedantry in teaching. A reading of the book will prove entertaining to thoughtful teachers.

Happy Moments: A Collection of Secular and Sacred Songs for Public Schools, Seminaries, Normal Schools and Juvenile Classes. Containing the author's improved plan of teaching sight reading. By S. W. Straub. Chicago: Published by S. W. Straub. Price, \$5.00 per dozen. Single copy, 50 cts.

Child's Health Primer, For youngest Learners. By Mrs. Mary H. Hunt. A. S. Barnes & Co., New York & Chicago.

This is one of the W. C. T. U. series of temperance physiologies. It is written in familiar and pleasing style, and is designed to inculcate in the minds of youngest learners correct ideas concerning the care of the body.

On Teaching: Its Ends and Means. By Henry Calderwood, Professor of Moral Philosophy in the University of Edinburg. Third Edition. New York: McMillan & Co.

We have already called attention to this little book. It is very suggestive and helpful to the teacher—packed full of sound sense.

Indian Local Names, with their interpretation. By Stephen G. Boyd. York, Pa.: Published by the author.

A good deal of curious information is contained in this volume. The author has compiled from the most reliable sources the origin and meaning of a large number of Indian names found scattered all over the American continent.

New and Complete English-German and German-English Pocket Dictionary with the pronunciation of both languages, enriched with the technical terms of the arts and sciences. For the use of business men and schools. By Dr. J. F. Leonhard Tafel and Louis H. Tafel. A. B. Tenth edition. Philadelphia: Published by I. Kohler.

Cæsar's Gallic War. Seven Books. Edited by J. H. and W. F. Allen and J. B. Greenough. Revised, with notes and dissertations, fully illustrated, on Cæsar's Gallic Campaigns, and the Roman military art, by H. P. Judson, Principal of the High School, Troy, N. Y. Boston: Ginn & Co.

The large open type of the text, the special vocabulary, and the copious notes and illustrations make this a very desirable edition of "Cæsar."

Lectures on School Hygiene, Delivered under the Auspices of the Massachusetts Emergency and Hygiene Association, to Teachers in the Public Schools. Boston: Ginn & Company.

This book deals with topics which have an important bearing upon the welfare of pupils and teachers. It consists of six lectures on the following subjects: School Hygiene; Heating and Ventilation; The Use and Care of the Eyes; Epidemics and Disinfection; Drainage; and The Relation of our Public Schools to the Disorders of the Nervous System.

An Elementary Arithmetic, for Primary and Intermediate Grades. Oral and Written. By Charles L. Howard. Potter, Ainsworth & Co., New York, Boston, & Chicago.

The author says in his preface that the book indicates arithmetic to be taught rather than studied. Part I contains an outline of number work for the child's first three years in school, after the plan of Grube. Each of the numbers, from one to twelve is taken up and all the fundamental operations are to be learned and practiced before another number is taken up. There are copious examples for oral and slate work. Part II contains definitions, principles and slate exercises in the fundamental operations, common and decimal fractions, and denominate numbers.

The copious examples and slate exercises make the book a very desirable one for the teacher's table, whether used as a class text-book or not. We advise primary teachers to see it.

The Song Budget: A Collection of Songs and Music for Schools and Educational Gatherings. Compiled by E. V. DeGraff, A. M., conductor of Teachers' Institutes, etc. One hundredth edition, from new plates. Paper. 15 cents. Syracuse, N. Y.: C. W. Bardeen, 1885.

Dinsmore's Spelling Blanks. Ruled in double column, room for 40 words on a page, and space for corrections at bottom of each page. Every page has a complete set of script capitals, small letters and figures as model copies for the pupil. Published by Potter, Ainsworth & Co., New York, Boston and Chicago.

Standard Composition Book. The cover and fly-leaves contain directions and hints to teachers and instruction for pupils, rules for capitals and punctuation, and brief models of compositions, letters, invoices, etc. The body of the book contains white ruled composition paper. Potter, Ainsworth & Co., New York, Boston and Chicago. Price, 36 cents per dozen.

Number Tablet for Supplementary Work in Arithmetic. At the top of each leaf are several arithmetical problems, with space below for solutions. Price 7 cents. Potter, Ainsworth & Co.

Annual Report of the Public Schools of Wichita, Kansas, for school year ending July 31, 1885. George E. Campbell, Superintendent.

Summer Announcement of the Ohio State University, 1885. Among the new features of the institution for the coming year are a course of Pharmacy, a short Agricultural Course, and a course of Law Lectures.

MAGAZINES.

Its review of important new books is one of the most valuable features of the *Atlantic Monthly*. This department of the September number is unusually interesting. The Journals of General Gordon at Kartoum, the second volume of McMaster's History of the People of the United States, from the Revolution to the Civil War, and Lausdell's Russian Central Asia are the books that pass under the critic's eye this month. The first, printed from the original manuscripts, is a thrilling story of self-sacrifice and heroism well calculated to revive one's faith in human nature. It is at the same time a piece of authoritative political history which places the English cabinet in no enviable light.

Henry James begins a new story, "The Princess Casamassima," there are interesting installments of Mrs. Oliphant's "Country Gentleman," Dr. Holmes's "New Portfolio," and Dudley Warner's "On Horseback," "Ancient and Modern Greek," by William Cranston Lawton, is an interesting contribution to the discussion of the "Greek question" in college, and there are other choice articles, making this altogether a choice number of this favorite magazine.

The general desire to erect a monument to the memory of General Grant that shall be worthy of the most eminent citizen of the greatest nation in the world, adds interest to the symposium in the September number of the *North American Review*, entitled "Grant's Memorial: what shall it be?" Shall our National Banking System be Abolished? is the subject of another symposium in the same number. In "Reminiscences of Famous Americans," John R. French, ex-Sergeant at Arms, contributes racy sketches and anecdotes of General Grant, General Burnside, Henry Wilson, Wendell Phillips, Henry G. Davis, Garret Davis, Abraham Lincoln and others. "Decay of Ecclesiasticism," by R. H. Newton, "The Great Psychical Opportunity," by Elizabeth Stuart Phelps, and two or three other articles complete the table of contents, making an unusually interesting number.

The *Popular Science Monthly* for September is full of strong meat. It contains two articles of special interest to educators. One is the conclusion of Mary Putnam-Jacobi's "Experiment in Primary Education," in which she gives, in detail, an account of the training of her own little girl. The other is an attempt to show "How Spelling Damages the Mind," by Frederick A. Fernald, in which it is claimed that, owing to the "lawless character of English spelling," "learning to read the English language is one of the worst mind-stunting processes that has formed a part of the general education of any people." Both these articles will repay perusal by those engaged in the work of education.

The July-August number of *Education* contains about the usual number of solid articles; among them "An Equivalent for the Greek," "Training of Teachers," "Froebel's Principles in Primary Schools," "Manual Training in General Education," "Methods of Classical Instruction," and "Industrial Education and the Colored People. Boston: New England Publishing Co.

Of greatest public interest among the contents of the September *Century* is General Grant's article on "The Siege of Vicksburg." There are several other articles embraced in "Memoranda on the Civil War." Other articles are "Connecticut in the Middle Ages," "The Great River of Alaska," "Twilight of the Poets," etc., besides the usual fiction. "Topics of the Times" and "Open Letters" are of special interest.

—THE—

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SAMUEL FINDLEY, EDITOR.

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TEACHING AND LECTURING.*

The teacher's subject is not books, but mind. On the other hand, the lecturer's subject in the first instance is not mind, but books. This distinction is vital, and the most important results follow. Broad is the dyke, and deep, that cuts across between the teacher and the lecturer, dividing them by a bridgeless space. They stand on the same level; at a little distance they appear in the same field; to the ordinary eye they are engaged in the same work, with the same surroundings, and the same object. But they are divided forever in theory, and in practice.

It has already been shown that the subject of the teacher is the mind of the individual; that his first, second, and last thought must be mind, and how to get at mind. But the first, second, and last thought of the lecturer is how to get out his book-work in the clearest and most presentable form. His books, and the way he handles his books must be his subject. This arises from the nature of things. The lecturer has to deal with knowledge. He is a knowledge-master and must conform himself to the conditions of knowledge. Knowledge demands that the work to be done should be put out from beginning to end

* From Rev. Edward Thring's Theory and Practice of Teaching. McMillan & Co., New York.

without flaw, and with perfect skill. To do this implies that the worker uninterrupted by any external consideration should do the work himself, shape it, polish it, and with great artistic skill turn out a work of art. He addresses a mass. The component parts of his audience, the single minds with their difficulties, are nothing to him. He assumes, and is justified in assuming, if his lectures are voluntary, that the audience are prepared to understand him by previous acquirements. The general character of his instruction must indeed be adapted to his audience. But for this it is enough for him to know their general character. Nothing more is required. He is like a ready-made-clothes shop. If he wishes to succeed, richness of material, and a graceful hitting off the average taste must make up for want of individual fit. His knowledge must be cut into the most acceptable pattern. This requires much command of the book to be communicated, much tact in the fashioning, and a taking and effective style of delivery. But when done it is done. The book, and the knowledge, and the skilful narrative are the sole business of the lecture. The audience must take care of themselves. A good lecturer puts out his work wonderfully well, and those who profit by it come already prepared, and adapt themselves to what they hear. Is this last line a definition of the English schoolboy? or of any schoolboy? But it is in this that the difference lies between teacher and lecturer, between taught and belectured.* The teacher makes the taught do the work, and occupies himself in showing them how to do it, and taking care that they do do it. His work is to direct, suggest, question, inspire; and he adapts himself in every possible way to the individual minds, never resting till he has made them master of the skill required, and seen them become capable of working on their own account. The lecturer leaves his audience, and they leave him; and he goes his way entirely regardless of their fate, only concerned with having performed with credit to himself. The distinction is vital. Excellence in the one is a complete reversal of excellence in the other. The lecture is clear cut, logical, precise, beautifully connected, yet avoiding all close and laborious exactness. Teaching takes any shape whatever, is fragmentary, changing as the difficulties of the pupils' minds change, and disregards all precise plan, provided that a close, laborious, and exact exercise of mind is the result. The lecturer does the work, and goes. The teacher makes the pupils work, and stands or falls by what they do.

A most important practical result at once is developed from these facts. The number that can be dealt with at one sitting is fixed. A teacher can only teach in one hour as many as he can make take part

personally in the work, and question, and look to individually in one hour.

A lecturer can take with advantage any number within pleasant reach of his voice. In fact numbers are an advantage to the lecturer. They inspirit him. A lecturer lecturing to one is an absurdity. But a teacher teaching one may be perfection. A large audience excites ambition in the lecturer, and gives an artificial glow to the familiar theme. But a large class overwhelms the teacher with despair.

If this is put in a concrete form the effect will be manifest at once, and the serious nature of the distinction appear. A lecturer can lecture to one hundred, two hundred, any reasonable number of hundreds, in one hour. They all hear him, and that is all they have to do. A teacher can teach twenty five at the outside in the same time. This decides the question of cost. If one hundred is taken as a low estimate of a possible audience, and twenty-five as the maximum of a class, then the cost to each hearer of a lecturer is one quarter the cost of a teacher, if both are paid on the same scale per head. And a boy in a class must pay four times as much for his lesson, as a hearer in a lecture-room. It is no wonder that poor teaching gets jostled out of the market. Yet if parents took to heart the real manner in which the question of cost acts, they would think long and well before they gave their verdict. The belectured boy, unless prepared, and interested, goes away empty, having got nothing. Amongst the average throng of unprepared young minds that are annually sent to swell the muster-roll of large classes, if ten per cent. really gain much, and twenty per cent. gain something, a balance of seventy per cent remains who have gained nothing. This seventy per cent. accordingly, who retire from the table, dinnerless, have paid for the intellectual dinner of the rest. So as a hundred pay, and thirty dine, the charge per head can be low. Later on the empty ones are returned on hand fit for comparatively little, even if they have not been summarily ejected from the school, after the fashion of modern legislation. This money question underlying the whole question of teaching versus pumping is very serious. For nothing which is not worked on true principles of trade will last. Martyrs, who will work for nothing, cannot be reckoned on as part of the negotiable commodities in the market; and moreover a system worked by martyrs in the first generation generally ends, as has been mentioned before, by being worked by cheats in the second. One thing is certain, the teacher and the lecturer represent two opposite poles; there is an antagonism in principle between a subject put forth attractively, where the master does the work and the disciple listens, and the problem of a dull mind solved, and dormant

faculties roused to efficient powers, where the disciple does the work, and the disciple's mind is the subject, and the teacher is a practitioner on mind. Two different kinds of character are called into play. The teacher must be full of human sympathy, inwardly exhaustless in kindness and patience, willing to bear anything but refusal to be taught, and fertile in resources even for that. The lecturer must be full of book sympathy, and intensely alive to the writings he deals with; but he may be intolerant to the last degree of slow humanity and blundering helplessness; it is no part of his business to succor the weak. Unhappily whenever the start is made from the book sympathy and the hoards of knowledge, teaching, in its true sense, is exterminated. The moment numbers shut off attention to individual minds, it is obvious that the mind problem is not attended to. This means in school classes, that rules, rules, rules, and the fixed tale of bricks must be the staple of the work; and whoever cannot, or will not, comply, and take in and put out on demand the legal quantity, must go; and ought to go, for to stay with no power of getting the rule work done, is wasted time. Nevertheless this means, when translated into plain English, that, whereas a teacher's work is to train the dull minds, even more than the quick ones, which train themselves, this work of training the dull is not done, and not attempted to be done, and the failures, which were failures because the work was not done, are got rid of; just as an amateur carpenter beginning, flings aside the wood he has spoiled. The low class is the teacher's pride, and the pumper's dismay. The nauseous demand for higher work, so often reiterated, betrays the poor deluded honor-man whose one idea is knowledge; and who walks into the school, like an old farmer's wife into her poultry-yard with her apron full of peas, to be flung out indiscriminately, with a cheerful consciousness of beneficent superiority, and picked up, or—not—as may happen.

The dull, or closed mind is a very curious exercise of skill on the part of the teacher; but a neglected nuisance on the part of the lecturer. Which is it to be? teaching? or lecturing? boys? or books? see ye to it fathers and mothers. It concerns you. What becomes of the birds who will not be fed? or who cannot pick up knowledge like peas?

No boy ought to leave school untrained. Mind is the teacher's subject, and the teacher ought to be able to deal with mind. Which is it to be? the teacher? or the lecturer?

THE CROWN OF AGE.

BY CARRIE CHEYNEY.

The hoary head is a crown of glory if it be found in the way of righteousness.

—Prov. 16:31.

How beautiful in righteous ways
The crown of age appears !
That crown which tells of length of days,
The silvery gift of years.

When passions strong to reason's sway
Are taught to yield their might,
The soul illumines the house of clay
With calm and steady light.

A workman with his chisel fine
Is busy every hour,
And on the features, line by line,
Leaves traces of his power.

Thought is a sculptor, able, true,
And with unerring skill
He carves the lineaments anew,
Portraying good or ill.

When goodness shines in wrinkled face
And kindly beams the eye,
Then vainly may youth's every grace
With age's beauty vie.

This beauty speaks of well spent life,
Of purity of thought,
Of victories won, though hard the strife,
Of deeds the hands have wrought.

A righteous life doth grandly teach ;
Its lessons hath more force
Than all the creeds that tongue can preach
To guide in wisdom's course.

When usefulness has filled the years
'Mid grief, and pain, and care,
It seems a radiance then appears
About the silver hair.

Then honor we the hoary head
That fitly wears its crown ;
And may life's evening blessings shed
When shadows long have grown.
Empire City, Kansas.

LANGUAGE COURSE.

BY A. W. PETERS.

Language training should begin with the use of correct language and end with its scientific study. Experience has proved the fallacy of the opposite method, often pursued, of beginning with a text-book on grammar, and expecting the use of correct language to follow.

This study includes the two operations of synthesis and analysis in the order mentioned. By the former is meant composition, i. e. language—either spoken or written—which the pupil himself composes. Before we can expect him to do this there must be presented to him a model, and correct language used by those around him serves the purpose. All instruction must be based upon what the pupil previously knows, and so experience shows that in composition the lack of a vocabulary is an important difficulty to be surmounted. The pupil must have words *and know their meaning* before he can make sentences.

Among the various purposes that reading should serve are these two: first, to furnish a model of correct and elegant composition, and second, the acquisition of a vocabulary. The ordinary spelling-book is not adapted to increase the student's stock of words, for the learning merely to spell words is an unprofitable exercise. The reading lesson, like the spelling-book, requires words to be spelled, but, unlike it, when the recitation is properly conducted, the definitions must be learned ; and in addition to this, the lesson furnishes examples of their *use*. The period in which reading is studied may be divided into two distinct divisions, in the first and shorter of which the object is simply to learn to read, and the second is for all the usual purposes of reading, such as elocution, the acquisition of a vocabulary, practice in the art itself, etc.

After some progress has been made in reading, composition must begin and proceed step by step, beginning with sentences and leading to essay-writing, constantly studying and practicing rhetoric without a text-book, or at most with but an elementary work. Grammar must

precede the study of technical rhetoric, and hence before synthesis or composition can be properly completed the study of grammar must begin, and from this the course may be indefinitely prolonged into the field of philology. In education as in history there are no definitely marked periods, but one stage glides imperceptibly into another, and the turning point is marked by a few important events. Analysis is begun before composition or synthesis is completely mastered, and similarly reading and composition are practiced simultaneously after the former has been partially learned.

This course is susceptible of application in ungraded as well as graded schools, and in the latter it will extend from the primary grade upwards, including the high school. By it the pupil will gain a practical use of his mother tongue, having learned, not words alone, but also the ideas attached to them, and having had a large amount of practice in their use, and their application will be based upon the scientific principles of grammar and composition which he has learned.

Delphos, Ohio.

GEOGRAPHY AND HISTORY.

We are glad to lay before our readers the following excellent article from Superintendent Hinsdale's *Bulletin* to Cleveland teachers, for September.—Ed.

That these two studies are intimately related, and that neither can be successfully pursued without the other, are commonplaces of educational discussion. At the same time they call for continued emphasis and for ever-fresh illustration.

To call the old-fashioned mode of teaching these studies by the daily grinding-in of unrelated facts uninteresting and unprofitable, is not in the least to disparage facts and positive information. At the present time we are hearing a great deal of deserved condemnation of "mere facts and memorizing," and a great deal of deserved praise of "the relations of facts" and "the philosophy of things;" but it is important to remember that facts must, in the order of learning, precede their relations, and that things must come before their philosophy. President C. K. Adams well presents this thought in discussing "Methods of Teaching History."

"It is certain that we must know something of the existence, if not, indeed, of the nature, of any given order of events before we can apprehend very clearly the relations of those events to one another. Indeed, it may be said that the beginning of all organized knowledge is

the acquisition of a certain number of facts and truths. These facts, moreover, must not be limited in range to a single portion of the subject we are to study. They must be comprehensive in their scope. We must know something of the heavens as a whole before we can well understand the double stars or even the moon. * * We learn something of individual facts before we can advance to the comprehension of a series. In a certain sense, therefore, we must proceed from the individual to the general. But it is also true that before our knowledge of the individual can be complete, we must have acquired some knowledge of the series of which the individual forms a part. The proper order of study, therefore, would seem to be definitely fixed at our hand. We should begin with such individual facts as form the strategic points of historical progress, and should dwell upon them only so far as to fix their general character and importance to the attention of the pupil."

That is it precisely. What we aim at is organized knowledge, but the beginning of such knowledge is the acquisition of facts and truths. The organization of knowledge is the bringing together of facts and truths in their natural order and relations, so that they explain, support, and complement each other. Accordingly, while the facts cannot be organized until they have been acquired, they may be acquired without being organized. And it is just here that the first great defect in much geography and history-teaching appears; the facts are left in the pupil's mind as though they were separate, independent, and unrelated. Then the second great defect is, that neither study is brought into close relation to other studies,—the geography to history and literature, the history to geography and literature. A high authority has gone so far as to say:

"Isolated Geography, taught independently of other studies, is 'feeding on the east wind.' Geography, studied as the territorial element of the great world-making, map-changing movements of man and his arts, sheds floods of light on the history of which it is the 'local habitation' and the scene. No one forgets the geography of Jerusalem, of Waterloo, of Columbus's voyage, and of the Pilgrims' landing place, after having read, with map before him, the great deeds which make these places memorable. To learn the geography in advance of the history, or of the commercial, social, or scientific relations, which render it interesting and important is to mark on the shifting seas the track where some ship is expected to sail, or to stake out, in the wilderness, the site of some city not yet built."

No doubt mountains, plains, rivers, capes, etc., are interesting and important in themselves; but it is when we study the earth as the home

of man, and its various features as modifying his character, and giving direction to his history, that geography assumes its highest rank and dignity. It is indeed true that grammar-school pupils, and even high-school pupils, are not able to grasp the highest range of thought on these subjects; but they need not be confined to a bare skeleton of facts. The more the pupil knows of literature, the more he will enjoy both his geography and his history. What interest and attractiveness Irving has lent to the hills and valleys of the Hudson! What interest and attractiveness Burns and Scott to the mountains and streams and lakes of Scotland!

To study history apart from geography is as foolish as it is to study the human mind apart from the physical organism. Innumerable human facts find their explanation in geography. In the year 1755 the last struggle between England and France for supremacy on the American continent began. Mr. Parkman in his "*Montcalm and Wolfe*" has eloquently told the story of the beginning, progress, and result of the struggle. England and her colonies were pitted against France and her colonies. The two mother-countries were about equally matched; but while the English colonies were 1,160,000 white inhabitants, the French were but little more than 80,000. As Mr. Parkman says: "Here was an enormous disparity," and the question arises why the contest lasted seven years. History can furnish many of the facts that go to make up the answer, but not all of them. On the side of the English, the war soon became a war of conquest, the lines of invasion of Canada being the St. Lawrence, both from the Gulf and Lake Ontario, and Lake Champlain and the River Richelieu. After stating some of the historical causes that lengthened out the war, Mr. Parkman says:

"The nature of the country was another cause that helped to protract the contest. 'Geography,' says Von Moltke, 'is three-fourths of military science;' and never was the truth of his words more fully exemplified. Canada was fortified with vast outworks of defense in the savage forests, marshes, and mountains that encompassed her, where the thoroughfares were streams choked with fallen trees and obstructed by cataracts. Never was the problem of moving troops, encumbered with baggage and artillery, a more difficult one. The question was less how to fight the enemy than how to get at him. If a few practicable roads had crossed this broad tract of wilderness, the war would have been shortened and its character changed."

That geographical facts are much better understood and much more readily retained by the mind when grouped and clothed with a human interest,—that the same is true of historical facts when grouped and

rested on their geographical supports,—are also common places. Full play for the invention of the teacher is given in the effort to group and associate the facts. Two or three illustrations of such grouping will be given.

The system of waters to which we are admitted by the strait between Cape Charles and Cape Henry is one of the most interesting, both geographically and historically, in our whole country. An ingenious writer long ago said of eastern Virginia, “up to that valley (the Shenandoah) and Piedmont stretch throughout the State navigable rivers, like fingers of the ocean-hand, ready to bear to all marts the produce of the soil.” The figure is a happy one; the wrist is the strait between “the Capes,” the Chesapeake the thumb, etc. These waters are the theatre of most important and interesting events in the three great epochs of our history: Discovery and Colonization, the Revolution, and the Civil War. One or two places and three or four characters become at once centers around which all the facts that need be taught can be grouped. First, we have Jamestown, Captain John Smith, Powhatan, and Pocahontas. Secondly, we have Yorktown, and Washington, Rochambeau, and Cornwallis. Thirdly, we have Washington and Richmond, Lincoln, Grant, Davis and Lee. The teacher can, if she wishes, throw in, in its proper place, the war of 1812 as another epoch.

The history of Lake George and Champlain, and the River Richelieu presents three or four interesting groups of facts. Champlain, the Father of Canada, appears on the shore of the lake bearing his name, surrounded by the wilderness of nature, in the year 1609. In the middle of the last century these waters and their shores are a main theatre of the French and Indian war. There rise up before us Fort William Henry, Ticonderoga, Crown Point, and the wilderness fortresses of less degree; the battle-fields of Lake George, William Henry and Ticonderoga; the figures of Montcalm, Abercrombie, Lord Howe, and Amherst. Then twenty years later, in 1777, came the army sent from Canada to separate the New England States from the other States. Now we catch a view of the fields of Bennington, Stillwater, and Saratoga; of Burgoyne and Gates, Schuyler and Stark. Thirty-seven years later, in the last year of the war of 1812, came the army of Provost and the fleet of Downie, attempting, like Burgoyne, to split the Union, and, like him, failing of their purpose.

Then the Delaware and Philadelphia will always be associated with great events; as Penn’s treaty with the Indians, the Continental Congress, the British occupation, and the Federal Convention, and with great characters, as Penn, Dr. Franklin, and Washington.

Such groupings of historical figures and scenes around geographical centers make these centers instinct with life motion ; while the centers themselves, binding the figures and scenes together, give them a new permanence and solidity.

The teacher will find it an excellent exercise to group a series of essays around one of these centers,—excellent for the purposes of language as well as of geography and history. Suppose we take for illustration the Champlain Valley. One essay will do for Champlain and the discovery of the lake ; a half dozen can be assigned to the men and the events of the French and Indian war ; and the same number to the Revolution. The whole can be called, “Lake Champlain in History.” Of course, not many centers of historical activity can be treated in this thorough way ; some can be ; while the pupils will carry the method and the habit of mind thus created to other groups of facts and to other subjects.

On its military side the war of 1812 presents, on land and water, a large number of battles that, at a glance, appear scattered and but little connected. But nothing is easier than to discover principles of association for most of those on land. All the battles and campaigns to which any attention need be given, belong to three geographical regions : The Lakes and the St. Lawrence, the Chesapeake and Potomac, and the Gulf of Mexico. This is the grouping :

1. The war opens in the year 1812 with the fall into the hands of the British of Mackinaw and Detroit ; next follow the repulse of the British at Ogdensburg, and of the Americans at Queenstown. These movements bring to our view, on the American side, Hull and Brown and Scott. The next year there were important movements at the head of Lake Erie ; the massacre of the Raisin, the battles of Fort Meigs, Fort Stephenson, the River Thames, and Perry’s victory. The striking characters are Harrison, Perry, Proctor, and Tecumseh. The same year there were other, though less important transactions, on the Niagara frontier and Lake Ontario. The next year there was hard fighting at Chippewa, Lundy’s Lane, and Fort Erie. But the most brilliant battle was that at Plattsburg, where Macomb on land and McDonough on the water, repelled the greatly superior forces of Prevost and Downie.

2. The Chesapeake and Potomac. There the events were all confined to one year, 1814 ; they are the battles of Baltimore, the bombardment of Fort M’Henry, Bladensburg, and the capture and burning of Washington.

3. In the region of the Gulf, General Jackson is the heroic figure ; the only events that need be fixed in the mind are the campaigns

against the Creeks, the battles of Mobile, Pensacola, and New Orleans.

It is believed that these three outlines embrace all the land operations of the war that need be taught to grammar-school children. There were, indeed, many other battles and skirmishes, most of them unimportant, and some of them remote and sporadic, that are not here included; but the important campaigns and battles that took place in the valley of the Lower Lakes and St. Lawrence, in the country of the Chesapeake and Potomac, and in the region of the Gulf of Mexico and lower Mississippi, are the main military events of the war of 1812.

Hitherto the policy of our schools has been to make the History a lesson for reading and discussion. While such will still continue the policy, the teacher should still remember that nothing is really accomplished in the study unless a line of principal facts is left permanently fixed in the mind. The time allotted to the subject is sufficient for that purpose.

In a former bulletin I said the pupil should be led to form, as the result of his study of geography and history, three outline pictures of his country; one at its discovery, one at the Revolution, and one to-day. Touching the Revolutionary period such facts as these will be found useful and interesting.

At the breaking out of the Revolution, England owned the eastern side of the North American continent, from the Gulf of Mexico to the frozen sea. But the revolutionary movement was confined to the narrow strip of coast between the Penobscot and the St. Mary's. The Spaniards in Florida and the French in Canada, alike subjects of the English king, had no part and no lot in the war. This coast is only the fringe to the continent, and even this was settled and improved only in spots. Few settlements had been made two hundred miles from the seashore. About one-half of the thirteen states claimed the Mississippi River as their western boundary, but their western lands added nothing to their population or resources. Save Niagara, Pittsburgh, Knoxville, Detroit, and two or three other towns in the Illinois country, solitude and the savage reigned supreme beyond the mountains. No, there were Boone and his hunters in Kentucky, patriotically naming their settlement Lexington. Every State touched the sea and had an outlook toward Europe. Maine was a province of Massachusetts, and Vermont, the home of the redoubtable Green Mountain Boys, was claimed both by New Hampshire and New York. Mr. DeBow estimates the population in 1775, at 2,803,000,—2,303,000 whites and 500,000 slaves; a number that falls short by more than half a million of the present population of Ohio. This population was thus distributed:

Massachusetts,	352,000
Pennsylvania,	341,000
Virginia,	300,000
Connecticut,	262,000
New York,	238,000
North Carolina,	181,000
Maryland,	174,000
New Jersey,	138,000
New Hampshire,	102,000
South Carolina,	93,000
Rhode Island,	58,000
Delaware,	37,000
Georgia,	27,000

2,803,000

It will be seen that the population of Massachusetts, the most populous State, was only one and one-half times the present population of Cleveland. The three principal cities were Philadelphia, New York and Boston; the first two having from 20,000 to 22,000 inhabitants each, and the third only 17,000. Thus, the Boston of 1776—the Boston of Revolutionary talents, patriotism, public spirit, character, and sacrifice—was a town much smaller than our Akron or Youngstown. Lancaster, Penn., with 1,000 houses and 6,000 people, was the largest inland town.

An intelligent observer remarked in 1773, that every colony had its peculiar staple commodity, “Canada, fir; Massachusetts Bay, fish; Connecticut, lumber; New York and Pennsylvania, wheat; Virginia and Maryland, tobacco; North Carolina, pitch and tar; South Carolina, rice and indigo; Georgia, rice and silk.” The present great staple of the South is not mentioned. Cotton was planted in the United States as early as 1621, and a few bags were shipped from Charlestown in 1748, but Whitney’s great invention was yet in the future, and king cotton was unheard of.

In 1777, the journey from Providence, R. I., to Charlestown, S. C., a distance of 1,243 miles, could be made on horseback in 70 days. For the time there was wealth among the planters of the South, the farmers of eastern Pennsylvania, the Patroons of New York, and particularly among the merchants of the cities. Manufacturers, even more than trade, had been discouraged by the British Government. There was not a man in all the States worth a million dollars. Two hundred thousand dollars made its possessor rich. I have compared the population of the States with that of Ohio; the comparison of

wealth and material resources is far more unfavorable to the first. We can draw some conclusions as to the amount of wealth in the country from the fact that so small a sum as two hundred thousand dollars gave its owner extended reputation as a man of property. Such are some material aspects of the life of the people who were pitted against Great Britain in the Revolution.

The disparity of members, wealth, military and naval armaments, etc., is too obvious to call for more than mention. True, the ocean lay between the two combatants, and there were no steamships in those days; but "fair Britannia ruled the wave" then as now, and the wide bays and deep mouthed rivers occurring at frequent intervals enabled her ships almost literally to sweep the centers of population and wealth with their broadsides. It is remarkable that almost all the important towns were at one time or another in the hands of the British, but the country was not conquered because its heart and life did not lie in the towns and cities. I can only mention the long and strenuous battle with Nature involved in the struggle for existence and for growth, and the vigorous discipline in arms, now found so valuable, gained in the French and Indian wars.

Revolutionary statistics are most meagre and unsatisfactory. Still we know that 232,000 men served, first and last, in the Continental army, and 56,000 militia for longer or shorter periods. These numbers are about equal to those that Ohio sent to the army in the civil war. But a naturalist, desiring to study a large leaf or a section of a tree, will not take it all at once; he will put one minute part after another under a microscope of high magnifying power, until he has accomplished his purpose. So if one wishes to know what freedom and independence cost, he should not be content with reading the stately pages of Bancroft; let him also read the Revolutionary chapter of a New England township history, where a small section of the war will pass before him. For myself, Rev. Samuel Orcutt's account of Torrington, Conn., in the Revolution threw a new and brighter light on the history of those times. When I saw the difficulty with which this Litchfield County township raised its quotas for the Continental army—when I saw the Connecticut militia called out five times in a single summer—when I saw the tax-gatherer sell the cow from the pasture and the ox from the furrow—when I saw the women adding reaping the harvest to their customary cares—when I saw the grinding economy and chill poverty that the war caused,—I thought I understood the cost and the worth of our birthright better than before; and then when I saw the cheerfulness with which these burdens were borne and these sacrifices made,

I appreciated better than ever the souls that were tried as well as the times that tried them.

Historians of the new type are now taking hold of the history of our country. They are dealing more with the people and with the facts of daily life. We have an example in Mr. McMaster's "History of the People of the United States," two volumes of which have already appeared. Honorable mention should be made also of Mr. Edward Eggleston's admirable papers in "The Century," such as "Social Life in the Colonies," July, 1885.

HINTS FOR YOUNG TEACHERS.

Anna C. Bancroft, in the *American Journal of Education*, gives the following excellent counsel to young women entering upon the work of teaching.

1. Let nothing prevent you from thoroughly preparing every lesson—*no matter how simple*—that you are to give next day. Never go into the school-room without knowing exactly *even to details*, what you are to do.
2. No matter what happens be sure to keep your temper.
3. Don't omit to visit all families who send children to your school. Make a friendly call. Don't wait for them—and show yourself *really* interested in them and their children.
4. If any trouble occurs with any child, or there is danger of any—best go and see the parents and get their co-operation.
5. Don't be in a hurry about punishing, if necessary. *Waiting* to think it over never does any harm.
6. Be sure everything about your dress, desk and school-room is always in perfect order.
7. Try to make the room attractive, so that the children will find it pleasant.
8. Remember always that it is the best interest of the *children and school*—not your own that you are to work for.
9. Be sure that you carry out exactly all the directions you give. *Think well before giving them* : but then carry them out.
10. You must be entirely and wholly and always *just*. If not, you will not command respect—and not to have that, means failure.
11. Be *very* careful in your dealings with other teachers in the town. Never give them occasion to think that you set yourselves above them. Be always pleasant and friendly, you can learn from hem. If you are working *for the schools*, there can be no jealousy—

make them welcome in your rooms. *Seek* to know them. You can both give and get help, if you work in the right spirit.

12. Dress *perfectly—simply*. Celluloid collars and cuffs will save washing, and be always neat and clean. Dress should be plain, without much trimming. If it were not for washing, I would say, wear white aprons in school.

13. For arithmetic classes. Do all the examples yourselves at home before the time; then you will know what you are about, and can tell where the error is. Keep ahead of your class.

14. Talk over all your difficulties together.

15. Don't take any part in any village *gossip*. Don't allow yourself to talk about *any one* in the village, unless you have something good to say.

16. Try to make the children *polite* to each other in school.

17. Try the plan of having a school house-keeper for each day. Try to get the children to feel interested themselves in keeping everything neat and in order.

18. Don't be afraid to say, "*I don't know*,"—if you don't.

19. If you have made a false statement about anything in a lesson—don't be afraid to acknowledge it.

20. Correct all errors in English speaking that you notice.

INSTRUCTION IN ENGLISH.

BY W. W. GIST.

Thousands of teachers are trying to teach "grammar" who have no clear idea of what they should strive to accomplish. Most of the time is spent in parsing, the pupils see no practical advantage in such exercises, the work is irksome, and the study of the English language becomes distasteful. On the other hand, when a teacher has a true conception of the object to be attained and is fitted for his work, few subjects are really so fascinating or so profitable as the study of one's mother tongue.

Let it be kept clearly in mind that the instruction in this branch should be of such a character that the pupil will be able to understand the English language and to use it in accordance with recognized principles. The scholarly Marsh has well stated the one object common to all in the study of language :

"Among the many ends which we may propose to ourselves in the study of language, there is but one which is common and necessary to every man. I mean such a facility in comprehending and such skill in using his mother tongue, that he can play well his part in the never-ceasing dialogue which, whether between the living and the living or the living and the dead, whether breathed from the lips or figured with the pen, takes up so large a part of the life of every one of us."

As a general statement this covers the ground exactly. Let us note a few particulars.

1. In the first place a pupil should be taught to speak the language correctly. What is more absurd than the practice of allowing pupils to give answers in the most faulty English without correction? The common errors of speech should be corrected and a teacher should stimulate those about him to use the best language.

2. A pupil should be able to read intelligently, to grasp without difficulty the meaning of a selection of plain English. His ability to do this will depend largely upon his vocabulary. While it is true that one's vocabulary is acquired chiefly by noticing the connection in which words are used, it is also true that every student must give special attention to the study of individual words, noting their shades of meaning and the distinctions recognized by standard writers.

3. A pupil should be able to read intelligibly, to convey to others in a pleasing manner the meaning of a selection from a standard author. This is a rare accomplishment. A good reader is not one who can imitate some elocutionist after weeks of drill on a particular selection. He knows the meaning and pronunciation of words, grasps the thought of the writer, and by proper expression conveys the thought to others. Certainly no accurate student of English fails to make a careful study of pronunciation. A knowledge of the common diacritical marks is a great aid to one making constant use of a dictionary, and a student should be familiar with them.

4. A student should be able to write plain, correct English, with due attention to spelling, penmanship, punctuation, capitals, paragraphing, clearness of expression, and accuracy in the use of words. It is a lamentable fact that many graduates of high schools and colleges are not able to write a creditable letter. It is the uniform testimony of journalists that few manuscripts are received that can be placed in the hands of a compositor without correction. Any one who has an extensive correspondence with ministers, lawyers and other professional men, who are regarded as leaders of society, is astonished to find so many glaring mistakes.

Not long since I was called upon to examine a class of teachers. I

wished to test their ability to express their thoughts on paper, and required them to write a sketch of one of the presidents, permitting each one to make his own selection. The following essay was written by a teacher who holds a first-class certificate :

"James K. Polk was inaugurated March 4, 1849. Calhoun elected vicepresident. it was the triumph of the Democratic party, the most important event during this administration, was the Mexican war. the annexation of Texas Mexico claimed to belong to Texas it was settled and, Texas was admitted into union."

The following essay on Lincoln was written by another aspirant for a teacher's certificate :

"He was a native of Kentucky and was a railsplitter by trade, he was serving his second term and was shot by Booth April 15 1861 and died in a short time, He was a democrat and a very good president."

The two essays are given in full. Of course such teachers do harm when they attempt to teach the English language.—*Western Journal of Education.*

CORPORAL PUNISHMENT.

SUPT. H. M. JAMES, OMAHA, NEB.

In a recent number of one of the New York dailies appeared the following :

"The time has long since gone by when public opinion will tolerate whipping as a means of discipline for refractory pupils. If a scholar is so bad as to be impervious to such moral corrections as a teacher may properly apply, his place is not in the school with decent boys and girls who go there to learn, but in the house of correction. Whipping is certainly out of place now in the city school-room, where teachers are neither jailors nor authorized guardians."

This is very different doctrine from that heard by some of us when we were boys. There are schoolmasters still surviving who have known what it was to compel obedience—to make rules and enforce them. A generation ago no one questioned the propriety of employing an able-bodied man for the winter school. Then all the shortcomings of the young were visited with punishment. So common were these occurrences that the boy who went through school without a flogging from the master was not looked upon as a boy of special promise, but was regarded as a sort of a girl among the boys, quite wanting in the spirit of a hero. Those were times of authority. It was an eye

for an eye, and a tooth for a tooth. Public opinion not only sustained the use of the rod, but scores of other punishments much less justifiable. And instead of the parents entering a protest, the most of them stood ready to duplicate the punishment at home.

But the times have certainly changed. We do not hold the same notions regarding punishment that our fathers held. How gently in these days the law handles criminals! Burglars and highwaymen, while under arrest, receive better treatment than they ever knew before. When tried, if any possible means of acquitting them can be found, they are set at liberty. Reformation is more prominent than punishment in the administration of justice. New theories have come to prevail with regard to God's attitude toward sinners, as many of the new systems of theology attest. Divine love has come to be the preachers' theme far more frequently than divine wrath—the gospel rather than the law. In the treatment of children this change of opinion is very marked. Parents no longer punish their children at home because they were punished at school. They are more likely to call the teacher to account, or make complaint to the board of education, or to the local editor. The better classes are rarely willing to have their children punished at school. In many schools the use of the rod is prohibited, and nowhere does it hold sway as it did a generation ago.

The ancient schoolmaster does not look upon this change with favor, and many other teachers hear of the old times when a "word and a blow" was the rule, and imagine it the golden age of school government, supposing that with frequent and energetic punishment discipline must have been easier, and the work of the teacher more effective than it is to-day. But two inquiries are pertinent at this point:

First, does the wholesale use of the rod in school tend to produce superior results? Is good behavior, or perfect scholarship or high character any more likely to be secured in schools in which the discipline is severe than in any other? The work of governing occupied far more time forty years ago than it does to-day, and there is good reason to believe that, notwithstanding the frequency of punishments, schools were much less orderly than they are now. The theory that virtue can be *whipped* into children has long since been discarded. In the process of awakening a desire for knowledge and training a child's mental powers, it is difficult to see what office the rod can perform. And in leading the young to admire the beautiful and good and true, so little use is there of punishment that thousands of teachers, the most efficient in control, do not resort to physical penalties at all. It is

easy to find schools with several hundred pupils in which not more than a dozen cases of corporal punishment occur in a whole year.

And, again, when the amount of punishment can be so reduced, is it not possible to carry the reduction still further, and have none at all? On this question skillful teachers will not be agreed, much of the larger portion holding that in the mixture of motives for correct conduct, the occasional use of the rod gives a certain flavoring that could not well be omitted. An analysis of the ten or twenty cases of punishment reported in a school of six hundred pupils and a dozen teachers, is instructive at this point of this discussion. It will usually be found that the half of the teachers who have the best control, report much less than half of these cases. The greatest part of the punishing is done by those weak in discipline. The very best teacher has no cases at all; the very worst has many. Now what influence Miss A., without experience or skill, who has punished every month of the year, has exerted on her own school or on the other schools in the building, is an interesting question. Miss B., who has more tact than Miss A., punished once in November and once in May. Is it this that has maintained her authority, and have these two acts contributed to the law-abiding sentiment of the building? Or could she have done more in the same direction by managing these two cases differently? Miss C. and Miss D. have both experience and skill. They have had excellent schools, but have had no corporal punishment. Is it likely that their schools would have been any better if they had used the rod occasionally, or any worse if Misses A. and B. had used it less? A certain school of five hundred pupils had one case of corporal punishment in a year. The last month a neglected waif in the lowest class was mildly whipped for stubborn disobedience. Is it probable that this was the crucial test of authority in that school, and not only the discipline of this room, but the other eight rooms in the building would have weakened had some other corrective measure been employed? Or was this like leaven in a loaf, the influence of which was felt throughout the entire school?

Whether schools are governed with little or much punishment must depend largely on the superintendent. In advising the teacher, in disposing of cases referred to him, and in many other ways, he has opportunity to exert an influence on the government and discipline of the schools that will make punishment rare or common, in proportion to his own ability or incapacity as an administrator. It is never creditable to him if punishment is a matter of frequent occurrence.

Certain advantages would follow if corporal punishment were positively interdicted in the schools.

1. While the schools might sometimes lose a good teacher, they would rarely do so. They would, however, be relieved of many schoolmasters of the Squeers pattern. "Give me a whip," says Prof. Whackem, "and I will show you a school." His only ideal of a school is one in which discipline abounds.

2. A school governed without the rod is unquestionably better governed than when physical force is used. When the incentive to good conduct is only the fear of punishment, the life is on a very low moral plane. Stringent police regulations may make property secure, but no police force contributes to the moral training of a community. And if a teacher can make her pupils love virtue for its own sake, without thought of penalties, her power as a character builder is inestimable.

3. The calling of the teacher is exalted when he ceases to be regarded as the "apostle of the birch." These little allusions to the teacher's occupation, though made in pleasantry, are a disgrace to our profession. Why should the teacher alone of all persons who deal with children, be expected to flog the incorrigible? Our vocation will be held in higher esteem when we are not subjected to this indignity.

4. And, lastly, the abolition of the rod would adapt the practices of the schools to the most enlightened public opinion of the day. There is a strong sentiment among the better classes of society that insists that parents alone should be allowed to inflict corporal punishment on their children. This prejudice is so strong that the teacher who uses the rod is liable to be involved in frequent wranglings and difficulties with parents. He is less likely to secure the sympathy and support of the school, and the co-operation of the parents, than the one who can govern a school without resorting to corporal punishment.—*Western School Journal*.

WORK AND REST FOR CHILDREN.

BY MISS EMMA JONES.

The teacher has great responsibilities, if conscientious in the performance of his duties. Too often he thinks only of those brilliant scholars whose success he hopes will add to his fame, and whose lessons will reflect credit upon the instructor.

The teacher assiduous to do his whole duty with the children intrusted to him, will find the especial capacity which each may have and strive to develop it. It must be remembered in all our education

that the child has two natures, both inseparably connected, viz : the body and the mind. If these be neglected by educating the one and not the other, the whole being will suffer—not only the corporeal, but the mental and moral.

Good health and strength of body are necessary to study. Hence the necessity of fresh air and restful exercise. Without it all the organic functions of the body are impeded in their action and as a consequence the vital forces are diminished. The mind must not be refreshed by the ruin of the body. In many of our best taught schools the physical education is too nearly neglected for the mental.

Very recently is it, indeed, that the idea that some relaxation from constant toil was necessary for strength of body or mind of the little ones. Centuries ago it was written, "*Apollo, non semper tendis arcum,*" but more modern philosophy has said, "that all work and no play would make Jack a dull boy," but practically these teachings were forgotten. Perhaps the influence of monastic discipline had no little to do with forming the habits of the world. The silent influence excited by a whole regiment of lazy monks, who, although they rarely ever did anything beneficial, yet pretended to be always engaged in some praise-worthy occupation, had a pernicious influence. They kept a sharp lookout that every one else was most actively employed. They frowned upon all amusements. Even Protestant ministers imbibed, to a considerable extent, these notions. A divinity student, until the last few years, would not dare to engage in a game of ball, or ride a horse faster than a most solemn trot. Fortunately there came a time, when in every respect, a change came over the feelings and judgment of the intelligent part of the community. It has been discovered that some relaxation is necessary. In every well regulated school, pupils are allowed to employ a part of the time in resting. No lengthy argument is needed that exercise must be indulged in by little people, else the health will soon become impaired. The usual school hours for pupils of the fourth grade and those more advanced are not generally too long. It is said by one of our most eminent Hoosier physicians, that pupils of the first year should not be confined in school more than two hours a day. Pupils of the second grade should not exceed three hours a day, while from one-third to one-half of that time should be spent in play, singing, or making pictures on the slate.

A sound mind can only be found in connection with a sound body. A weak or diseased body affects the mind and a weak or diseased mind affects the body. A sound body cannot be had without proper exercise. Small children should not be kept at any occupation more than ten or fifteen minutes without rest or change of position or occu-

pation. It may seem as if the *resting* took up so much valuable time, that, as I have heard teachers say, "I cannot spare so much valuable time from lessons. We will get behind." It will pay you to make the trial for the first three months of your next school year.

Take from children a proper amount of fresh air and restful exercise—amusements—and you will have a puny, white faced, nervous little being. Let a pupil spend all his energies over his books, and the vitality drawn from the body to nourish the great intellectual force, will in time, dwindle and dwarf the body. The nervous system is strained to the uttermost, reaction must come. Excessive stimulation will certainly result in excessive exhaustion. The brain that has been so ceaselessly driven, ceases to act; it becomes incapable of any continued exertion; spasms, convulsions, or complete inability will follow. Exhaustion will not be of the nervous and mental energies alone, but the digestive organs will sympathize; the ailments will be difficult and many. Muscular forces will give way to general prostration.

When children work—study—they should bend all their energies in that one direction—play and work should not be mingled. "Work while we work, play while we play," is a good motto. The young of all animals are fond of play. Children at home and at school must be allowed to play. Its gratification is necessary to health, strength, intellectual and moral development. The exercise and rest of the physical, renews the mental powers. "Only a whole man is capacitated to perform in the best manner the tasks of life. Exercise toughens the muscles, hurries the blood with its freight of rich nutriment through the arteries, enlarges the lungs, and invigorates the whole system. What length of hair was to Samson, exercise is to common men." The development of the brain is much less important than the development of the body, yet, judging from the practice of some teachers, as well as some parents, the brain is the all important factor. Of what value is a fine intellect, without health and strength to make it of practical use?—*Educational Weekly*.

WISE TEACHING.

At the foundation of all instruction is this principle: "To train up a child in the way he should go, *you must walk as it yourself*." You must ever be exemplars as well as teachers. To make others true, you must be true yourselves; to make others wise you must be wise. If you preach temperance and practice drunkenness, no one will heed you.

There are two classes of teachers that I observe: One class is pedantic, pompous, self-contained, magisterial. When he stands before children he fills them with awe, instead of playing on their heart-string by the mighty power of love. Such teaching has few results. The child looks up with awe; the little delicate tendrils of his infant mind cannot reach up and grasp instruction from such a teacher.

The second class of teachers brings sunshine into the school-room. Children turn to them as flowers to the light. There is an atmosphere of sunshine around such a teacher. His own light attracts all to him for their good and growth.

Above all things, teach children what their life is. It is not breathing, moving, playing, sleeping, simply. Life is a battle. All thoughtful people see it so. A battle between good and evil, from childhood. Good influences, drawing us up toward the divine; bad influences, drawing us down to the brute. Midway we stand, between the divine and the brute. How to cultivate the good side of our nature is the greatest lesson to teach. Teach children that they lead these two lives—the life without and the life within; and that the inside must be pure in the sight of God, as well as the outside in the sight of men.

There are five means of learning. These are: Observation, Reading, Conversation, Memory, Reflection. Educators, sometimes, in their anxiety to secure a wide range of studies, do not sufficiently impress upon their scholars the value of memory. Now our memory is one of the most wonderful gifts God has bestowed upon us, and one of the most mysterious. Take a tumbler and pour water into it; by and by you can pour no more, it is full. It is not so with the mind. You cannot fill it full of knowledge in a whole lifetime. Pour in all you please, and it still thirsts for more. Remember this: "Knowledge is not what you learn, but what you remember." "It is not what you eat, but what you digest, that makes you grow." "It is not the money you handle, but that which you keep, that makes you rich." "It is not what you study, but what you remember and reflect upon that makes you learned."

One more suggestion: Above all things else, strive to fit the children in your charge to be useful men and women; men and women you may be proud of in after life. While they are young, teach them that far above physical courage, which will lead them to face the cannon's mouth—above wealth, which would give them farms and houses, and bank, stocks and gold—is moral courage; that courage by which they will stand fearlessly, frankly, grimly, for the right. Every man or woman who dares to stand for the right when evil has its legions, is the true victor in this life, and in the land beyond the stars.—*Schuyler Colfax.*

FACTORING.

PRACTICAL SUGGESTIONS FOR BEGINNERS. BY ARNOLD TOMPKINS.

1. Fix the distinction between prime and composite numbers.
2. Require pupils to form a table of and to commit the prime numbers to 100.

This will prevent the pupil from trying to factor prime numbers thus far.

3. Develop idea and definition of factor; of prime factor; of composite factor.

4. Require pupils to commit prime factors of composite numbers to 144.

The pupil should be able to give these as readily as he would recite the multiplication table. Much patience will be required, but it will repay the labor. For, if this be thoroughly done, the pupil can factor mentally most numbers to be factored. Besides, this furnishes a good means of discipline in concentration, and in the power to see the related parts of a number.

This step is based on the pupil's knowledge of the multiplication table, and his work will be facilitated if he is led to observe its relation to the table. Thus: In factoring 72, he should think it as 8×9 , and this again as $2.2.2 \times 3.3$. A little practice of this kind will enable a pupil to resolve readily small numbers whose factors he does not remember. At the same time he is being trained to the power of complex conception. Notice the form of thought required to conceive 72 as 8×9 and at the same time each of these factors as composed of others.

5. Give much drill in factoring large numbers mentally. Thus: $360 = 10 \times 36 = 2.5. \times 2.2.3.3$. Pupils should name only the final result, but should be shown how to reach it. The work may be graded thus in assigning it: 100, 110, 120, 130, 140, etc., to 200, 220, 240, etc., to 300. 300, 310, 320, etc., to 400, etc., to 1,000. Miscellaneous lists from board and in book.

The pupil can now factor mentally three fourths of the problems that he will meet in factoring; in finding the G. C. D. or L. C. M.; and has received the severest drill in the exercise of attention and in the exercise of the power to conceive the factor relation of a number and its parts. Contrast this *drill* with the sleepy, mechanical way of factoring generally practiced, and you will have one point of difference between discipline and instruction,

Why should the pupil factor 144 thus :

$$\begin{array}{r}
 2 \overline{) 144} \\
 \underline{2 \overline{) 72}} \\
 2 \overline{) 36} \\
 \underline{2 \overline{) 18}} \\
 3 \overline{) 9} \\
 \underline{ }
 \end{array}$$

3

When by a little mental effort (the very thing he is in school to make,) he can see it thus: $144 = 12 \times 12 = 2. 2. 3. \times 2. 2. 3$, and can state it instantly? What a gain in time and strength and what a saving of chalk!—*Educational Weekly*.

SUMMER INSTITUTES OF SCIENCE AND ART.

BY JOHN OGDEN, WASHINGTON, D. C.

“*Have they come to stay?*” This question was asked me, a few days ago, in Boston, by the editor of the *N. E. Journal of Education*. The answer may be gathered from the following :

1. The one-week institute seems, both by reason of the shortness of the time and the necessarily limited amount of instruction usually given, to be inadequate to the wants of a large number of teachers, who look beyond the mere county examination and the six months or year certificate for a preparation to teach. This number is happily growing larger, and the demands for such are constantly increasing.

2. Because the “Summer Institute of Science and Art” offers better opportunities for the study and review of branches of learning, under the direction of those who have made the departments they respectively represent, a specialty. This fact, under the *present* order of school work, (though I don’t strictly believe in specialties,) is nevertheless a great advantage, and one that cannot be enjoyed at the ordinary institute, even were its time extended two, four, or even six weeks, since the necessary apparatus and other appliances cannot ordinarily be got in readiness at the county institute. Other reasons will readily suggest themselves.

3. Because of the constantly increasing demands for higher culture, and for the study, not only of improved methods, but the *philosophy* of methods, as we find it developed in the science of education.

This subject is seldom approached in the county institute farther than brief and vague allusions to it, which are often misleading, since the science itself has not yet taken definite shape in the minds of many of those who assume to give instruction at institutes. The summer schools can give special attention to this, the most important of all subjects, since none but experts are usually employed for this branch.

4. Because of the excellent opportunities most of these schools offer for the recreation and rest so much needed by the average teacher. This is a consideration of no small importance. The lives, health and usefulness of many of our best teachers are quietly yet surely slipping away much faster than they are aware; and of this they are not apprized, usually, until some fell stroke of disease puts them beyond remedy.

Only a few weeks after I left the city last spring, one of the most active and promising teachers in the Franklin building was obliged to leave her desk, with a severe pain in her head. She never returned, but sleeps the long sleep in the quiet, restful grave.

I believe, therefore, that these *summer-recreation* schools are demanded; and, like many other things that have been called into existence by our urgent and active civilization, "*they have come to stay*," and it only remains for us to see that they answer these demands.

They should be established at various prominent points throughout our country, and be made accessible not only to the rich, but to the poor. They should, and probably will, become to the profession what Chautauqua is to the literary and scientific world, not to displace the college and genuine normal school; but to supplement them with shorter and specific courses.

And if I were asked, "At what points?" I should name for the East, Martha's Vineyard, Mass., where already a good foundation is laid in buildings, grounds, and a large and able faculty; and for the middle North some such place as Lakeside, Ohio, where I believe a beginning has already been made; and for the great Northwest, Minnetonka, near Minneapolis, Minn., offers superior advantages in the way of climate, boating, fishing, and other sports; besides, it is in the midst of one of the most thriving and enterprising parts of our country.

Other places of equal note and advantages could be named for the South and Southwest. Florida has already come forward with its "New Chautauqua" at Lake Funiak, a charmed spot, where already a grand enterprise of this kind has been started, that promises to rival its renowned progenitor in New York.

These schools should combine rest, recreation and study, in about equal proportions. As stated above, teachers need this every year, to

counteract the enormous drain upon their energies, caused, too much, by the monotonous grind of their every day duties, which, unfortunately, has become the bane of our school system.

Many teachers feel this, and resolve to "read up" or review other studies, in order to "keep out of the ruts." But their fagged energies fail them. To summarize in this matter, there are three general conditions necessary to the teacher's rest and recreation, and these things agree in one:

1. There must be absence from the surroundings where the labor or worry has been going on, or where the teacher has grown weary or fatigued; and we must distinguish between these two states of the mind and body. The first results from the want of congenial work, and the second from overwork. This absence is necessary, because the mind readily sinks into unhealthy moods and recalls the worry of the past, when confronted continually by the scenes and surroundings surcharged with sources of weariness or fatigue. This defeats the prime purpose of rest or recreation. The mind must be lifted into new scenes and fresh surroundings, that it may forget the disagreeable past, and revel in present or prospective joy, in order to be truly refreshed.

2. The line of thought must be *changed*, not *stopped*. To cease entirely from thought is not to rest, or recruit, but to rust, or die. The mind seldom or never ceases to act, except in sleep, and even that is quite doubtful; and it would seldom or never tire, if proper variety were given to its activities; and the bodily vigor so necessary to effective work is never better than when the mind is healthily active. Many, therefore, mistake these conditions, and vainly strive to recruit by doing nothing at all; or by trying to do nothing, and to think nothing. This is a fatal mistake, sure to result in defeat; for if these persons would but take the trouble to note their mental states, they would find that their minds, under these circumstances, are all the time busy, and usually upon the topics that have caused the weariness or the fatigue. Hence, they are not relieved, but sometimes made worse.

The mind, therefore, needs but a change in its direction of thought in order to rest and recruit its energies. This is its law, and the grand secret of rest, so far as its waking moments are concerned.

3. There must be agreeable bodily exercise. The body, like the mind that governs it, soon reacts upon its own energies, unless furnished with some healthy exercise, because exercise is its law. When once it has recovered from any over-exertion or fatigue, it begins at

once to look about for something to do, to prevent the opposite extreme, weariness or *ennui*.

Hard physical toil alone will seldom rest the mind. There must be associated with it some pleasurable amusements, some exciting mental cause, to give healthy circulation of the blood, and thus to cause rapid removals and deposits in the body, and thus also to cause a craving for food. The appetite will not usually need other stimulants.

Now all these conditions are met in most of our summer schools, especially those organized and conducted on the right plan. Take the one at Cottage City, Martha's Vineyard, for instance. Here the surroundings, in the way of ocean scenery and landscape, are peculiarly desirable. A beautiful city of some three or four thousand people, situated on one of the most beautiful bays, or rather surrounded by several of them, and composed of neat cottages among the native trees, and on the bluffs, all provided with abundant concrete walks and streets, in the most fantastic irregularity, with here and there a circle of shrubbery and flowers, or a beautiful park; and, lastly, two immense pavilions, similar to the great amphitheater at Chautauqua. These last are respectively for the accommodation of the Baptist and Methodist camp-meetings, the former having just celebrated its fiftieth anniversary. These attract thousands of people here yearly. Besides these, there are some good accommodations for sea-bathing, in fact, some of the best on the Atlantic coast. All these things, together with the boating, fishing, and the daily and weekly excursions to some of the most noted points, as to Katama for the noted "clam bakes;" "South Beach," for the wild sea waves upon the coast; "Gay Head," noted for its peculiar clay and pottery, and for one of the best lighthouses on the coast; Vineyard Haven, Nantucket, and Penikese, all of which points we visited during our seven weeks sojourn here, which proved to be one of the most profitable in discovery and health we ever enjoyed.

Penikese, it will be remembered, is noted as the island selected by (or rather selected for him) the greatest of American teachers, (for America claims him,) Louis Agassiz, as the location for his "School of Science." The buildings erected for its accommodation, large and commodious, are fast crumbling away. They are guarded by one lonely man, who bears evident marks of the hermit. The island contains some five or six hundred acres of land, of the wildest and most desolate appearance imaginable. Nothing is to be seen but the broad expanse of water, the coast of the main land, and the numerous islands interspersed here and there. A few sheep were nibbling the scanty grass that grew among the rocks and the island seems to be

the favorite resting place for sea mews and gulls, thousands of which flew screaming over our heads, and only seemed to add to the loneliness of the place. The island and its buildings still belong, I am told, to the Anderson heirs, and seem destined soon to pass into forgetfulness.

This is a sad picture to contemplate ; and I cannot but regard it as a great mistake into which the noble-hearted-and-headed man was led by parties that wished to profit by his extraordinary merit, not unlike the case of our lamented Grant, the world's greatest hero, who, like Samson of old, did more in his death than in all his life.

Through these vacant halls, as we passed thoughtfully along, we saw many evidences of the great man's wisdom and skill, among which were blackboard sketches of lessons, mapped out by his own hand, as he gave them to his listening and admiring pupils, one could almost see him present, at the board, and catch the enthusiasm that beamed from that noble face, and rang in his eloquent words. But he has gone, and left a nobler monument to his memory than the desolate isle of Penikese. His spirit lingers in every hall of learning ; and his noble example of self-sacrifice will nerve many a weaker arm to deeds of noble daring in the cause of truth and duty.

But to return : It seems that no more fitting place could be selected for the establishment of a permanent school of science and art, similar, in many of its features, to the one attempted at Penikese, than at Cottage City, Martha's Vineyard. The place is both historic and beautiful, possessing all the advantages for the quiet pursuit of learning and health.

Here tired teachers can rest and recreate, and at the same time they can study and review such branches of science and art as may best suit their tastes under the care and direction of some of our best scientists.

The institute is regularly incorporated, with a faculty of twenty or twenty-five noted teachers, who gather up their own pupils, and pursue their own chosen methods of instruction.

The department in Pedagogy, including the training class in kindergarten, this year, was the largest in the school, showing that teachers are not all forgetful of the fact that this department has claims upon us far surpassing any and all others, since it includes all others, not as an end, but as a means, the noblest and best that can engage the attention of mortals, even the development of the souls and bodies of men. This department, as it represents art, is based upon the science of human nature, or Psycho-physiology, and commends itself to the consideration of every teacher in the land. And

if they could do nothing more in these summer schools than to study this greatest of all sciences, and to practice, in its higher forms this greatest of all arts, in connection with their needed recreations, it would amply repay them in richer thought, lengthened lives, and greater usefulness. Try it, next year.

NOTES AND QUERIES.

A LETTER.

My Dear Mr. Findley:—While looking somewhat aimlessly over back numbers of the MONTHLY, my eye caught the heading of an editorial in the January number, 1884, namely, "Greene County." Happening to remember that you did your first teaching in this county, I read the article. I had doubtless read it before, but with little interest. To-day it had a new interest to me.

You may not recall the editorial at all. It was a brief sketch of your early experience as a schoolmaster. Why is it that I to-day read with keen interest what two years ago I passed over indifferently? Personal acquaintance, recently made, with the author, has awakened this new interest. Is there not a hint here for us in our work? Ought we not to cultivate a *closer* acquaintance with our pupils, and thus increase our sympathy with them and theirs with us?

I am quite certain that I shall read every thing that comes from your pen with keener relish because of the brief acquaintance and association of the past week.

Excuse this personal "effusion." "Out of the abundance of the heart the mouth speaketh." Cordially yours,

The editorial is not forgotten, nor are the experiences it recounts, though the store of pleasant memories is daily increasing. We are glad to add the writer of the above to the long list of good people whom we count our friends. We wish we could know personally every member of the MONTHLY family.—ED.

ANSWERS.

Q. 1, p. 462.—We do not know the origin of force, nor do we understand all the forces that operate in nature. We do not know what force or forces set the planets in motion, nor what keeps them in motion. By close observation and study, some of the laws of motion have been discovered, but concerning the ultimate cause of motion we can only confess our ignorance and refer it to the great First Cause.

Newton explained the movements of the planets by *assuming* the existence of a mutual attraction and an initial impulse; but with all

deference to Newton's great learning, this seems like darkening counsel by words without knowledge. T. H. C.

Q 2, p. 462.—Let 100 per cent. = cost, then, $100 - 10 = 90$; Now, $10 : 11 :: 90 : 99$; then, $100 - 99 = 1$ per cent. loss.

S. Bloomfield, Ohio.

S. W. J.

W. J. Patterson gets same result by a process slightly different.

Q. 3, p. 462.—The History of the U. S. begins at the discovery of America by Christopher Columbus.

J. W. J.

With the Constitution.

J. S. W.

The Constitutional Convention met in Philadelphia, May 25, 1787, and after four months of earnest labor the Constitution of the United States was completed. Here the history of the United States begins.

S. M. L.

The history of the United States, as a separate country, begins with the fight at Lexington, though the name of the United Colonies was kept up until July 4, 1776. During this period of more than a year, the colonists still claimed to be loyal subjects of the king, fighting only against the attempts of Parliament to govern them by its own will. But as the king refused to govern the colonies with the aid of their Congress, the Congress did all the governing itself, and the colonies became at once, in reality a separate country.—*Johnston's History of the United States.*

Q. 4, p. 462.—The Dominical Letter for 1810 was G, which was also the letter for the day of the week upon which July 5 fell; that day was Thursday.

WILLIAM HOOVER.

Athens, Ohio.

Q. 5, p. 462.—Owing to the diffusion of light by the earth's atmosphere, day does not end completely at sunset, but, by observations made for middle latitudes, when the sun is 18° below the horizon. If d denote the sun's declination, l the latitude of the observer and h the sun's hour angle, these quantities are connected by the equation, $\cos 108^\circ = \sin d \sin l + \cos d \cos l \cos h$; showing that the length of twilight depends upon the declination of the sun and the latitude of the place. The time of year when twilight is *shortest* in any latitude l is found by $\sin d = -\tan 18^\circ \sin l$. The members of this equation having different signs, for a place in the northern hemisphere, the shortest twilight occurs in winter, or when the sun is in the south declination; and on the other hand, the longest twilight takes place when the sun is north of the equator, and at the summer solstice. The difference in the periods of duration of twilight depends upon the length of time required for the sun to attain a depression of 18° below the horizon.

WILLIAM HOOVER.

Athens, O.

Q. 6, p. 462.—The roaring noise in a sea-shell is caused by the form and polished surface of the shell, enabling it to collect and reflect the various sounds in the vicinity. C. R.

Q. 7, p. 462.—Let x represent the length of the ladder. Then, $(x - 5)^2 + 25^2 = x^2$; from which, $x = 65$. W. W. C.

We have the difference of two numbers (5), and the difference of their squares ($25^2 = 625$); hence, $625 \div 5 = 125$, the sum of the numbers; $125 + 5 = 130$; $130 \div 2 = 65$, length of ladder.

J. W. J.

The perpendicular equals hypotenuse less 5. \therefore base² + (hyp. — 5)² = hyp.². The hypotenuse then is found by adding to the square of the base the square of difference between hypotenuse and perpendicular and dividing the result by twice the difference between hypotenuse and perpendicular—a simple rule for solving such examples.

$\frac{25^2 + 5^2}{10} = 65$, the hypotenuse or length of ladder.

10

E. H. S.

Mt. Union, O.

Correctly solved also by M. V., J. W. C., M. F. Andrew, and W. J. Patterson.

Q. 8, p. 462.—In all such problems, the number of square feet left, after taking out the greatest perfect square from the given area, will be equal to the number of linear feet in the breadth, and the square root of the greatest perfect square + 1 will equal the length. $\sqrt{304} = 17$, with remainder 15. $17 + 1 = 18$, the length of the ceiling, the breadth being 15. Experiment by adding 2, 3, 4, etc., to each dimension, and deduce rules for solution of such problems.

Lucasville, Ohio.

M. F. A.

The length of ceiling equals $\frac{3}{4}$ its width, so that if $\frac{1}{4}$ be removed by a line parallel to the end, a square will remain with side equal to present width. Now, to increase each dimension by 1 ft., a strip 1 ft. wide must be added to end, another $\frac{3}{4}$ as long and 1 ft. wide to the side, and 1 sq. ft. at the corner. Then as the ceiling is $\frac{3}{4}$ of the square, the whole area will be $\frac{3}{4}$ of sq. + $\frac{3}{4}$ of a strip 1 ft. wide + $\frac{3}{4}$ of a strip 1 ft. wide + 1 sq. ft. = 304 sq. ft.

Omitting the 1 sq. ft. at corner and uniting the $\frac{3}{4}$ of a strip 1 ft. wide and the $\frac{3}{4}$ of similar strip, we have $\frac{3}{4}$ of square + $\frac{1}{4}$ of a 1 ft. strip of same length = 303 sq. ft. $\frac{3}{4}$ of this quantity gives us the square + $\frac{1}{4}$ of a 1 ft. strip; but $\frac{1}{4}$ of a ft. wide strip is equal to a strip of same length $\frac{1}{4}$ of a ft. wide, or to two strips of that length $\frac{1}{8}$ of a ft. wide or 11 in. By placing these two strips on adjacent sides of the square and adding 121 sq. in. to fill up corner, we will have a

new square containing the $\frac{5}{8}$ of 303 sq. ft. + 121 sq. in. = 36,481 sq. in.; the side therefore is $\sqrt{36481} = 191$. $191 - 11 = 180$ in. or 15 ft., the side of the original square, or the width of ceiling.

$6 : 5 :: x : 15$. $x = 18$ ft., the length.

E. H. S.

Mt. Union, Ohio.

$\sqrt{304} \times 2 - 2 = 33$, the sum of length and breadth. Then, $\frac{5}{11}$ of 33 = 15, the length; and $\frac{5}{11}$ of 33 = 15, the breadth.

J. B.

Five Points, Ohio.

Q. 9, p. 462.—14 ounces is the base. $14\frac{2}{3}$ per cent. is gained.

J. W. C.

To the same effect, M. F. A., J. S. W., and W. J. Patterson. W. D. P. says, incorrectly, that 16 ounces is the base and the gain is $12\frac{1}{2}$ per cent.

Q. 10, p. 462.—“Next” is an adjective, used as a noun, object of “to” understood. “Luxury” is a noun, object of “bequeaths.”

W. D. P.

“Next” is a noun, indirect object of “bequeaths.”

S. M. L.

“Next” is an adjective in the superlative degree, modifying “age” understood. “Luxury” is the direct object of “bequeaths.”

A. M. M.

QUERIES.

1. Is the greater strength and skill of the right hand a natural provision, or the result of habit?

R. P.

2. Why is Australia said to be the “land of inverted orders?”

M. V.

3. Would simple experiments in natural philosophy and chemistry be profitable and appropriate in ungraded schools where these subjects are not regularly taught?

A. B.

4. What is the value of calisthenics as a school exercise? and what system is best adapted to country schools?

S. J. W.

5. What method of teaching beginners to read is now recognized as best, by leading educators?

PRIMARY TEACHER.

6. At what stage of a school course should children begin the use of pen and ink?

Id.

7. Does a decimal fraction cease to be a decimal when its denominator is written? For example, is $\frac{1}{10}$ a decimal fraction?

W. A. M.

8. A man bought a farm for \$5,000, agreeing to pay principal and interest in five equal annual instalments. What is the annual payment, reckoning interest at 6 per cent.?

B. F. F.

9. We were offered seats. Parse “seats.”

C. E. B.

10. Cease to do evil and learn to do well. Parse “well.”

R. E. D.

11. *Upwards* of fifty houses *were blown* down. Give the construction of words in italics.

B. C.

12. There are but three pennies in the box, all told. Parse “all told.”

A. C. T.

EDITORIAL DEPARTMENT.

The MONTHLY is mailed promptly before the first day of each month. In most cases, it should reach Ohio subscribers not later than the second or third of the month. Any subscriber failing to receive a number within a few days of the first of the month, should give prompt notice, that another copy may be sent.

As a general rule, the MONTHLY is sent to subscribers until ordered discontinued.

Requests for change of address should be received before the 25th of the month, and the old as well as the new address should be given.

New subscribers have come in so fast that we can no longer supply the September number. We are sorry, not that we have so many new subscribers, but that we did not print a larger edition of the September number. The October issue is larger; new subscribers need not hold back.

We want the MONTHLY to be the exponent of all that is best in the educational thought and methods of Ohio teachers. To this end we invite them to contribute to its pages. Reports of experiments, bits of experience, short practical illustrations of every-day school work, will be always welcome. In thus helping others teachers will benefit themselves.

The August number of the OHIO EDUCATIONAL MONTHLY came promptly to hand containing more than five times the contents of its ordinary issue, being the entire proceedings of the State Association at Chautauqua, July 7-9. It is an admirable piece of work in every point of view, and reflects great credit on the MONTHLY. No wonder Brother Findley hurried home from the meeting. The association pays him \$200, we believe, for the work. The teachers of Ohio think it pays to publish their proceedings, and it does.—*Intelligence.*

Thanks, Brother Vaile, for the compliment; but you are mistaken about the \$200. The cost of the August number was about two-and-a-half times that of the regular issue. The association pays a part, but not all of the extra cost.

The movement to provide proper classification and course of study for the rural schools is advancing slowly but surely. Township after township is falling into line. The teachers of Gallia County, at their last institute, appointed a committee to prepare a course of study. A similar movement in Miami County is referred to elsewhere in this issue. We have great faith in this movement. We believe the country teachers of Ohio have it in their power to double the efficiency of the country schools without additional legislation, though a little legislation would be helpful. What is needed is intelligent and united effort. Let the teachers of each township take counsel together, unite their forces, and press onward.

"A late writer," says the editor of the OHIO EDUCATIONAL MONTHLY, "compares learners in modern schools to kettles hung at the pump-spout—most of them with the lid on. The teachers are occupied in pumping, and there is a great splash, but most of the kettles remain empty." And yet this is the new education which we hear so much about these days! The fact that our methods of instruction even suggest such a comparison is deplorable. "The teachers are occupied in pumping," you say. Will the editor, in the October MONTHLY, be kind enough to inform us who is responsible?—*Abram Brown, Ohio Editor of Intelligence.*

Who is responsible? The teachers, of course, who do the pumping and splashing without first getting the lids off. There is not much about true teaching that is like pumping, but teachers who persist in pumping (and a good many do) should first get the lids off. The shut mind is not receptive; little can be put in while the lid is on.

Better far to let go the pump-handle and set about training. Put the mental powers in motion and the lids will come off, and the boys and girls will soon learn to do their own pumping. How do you manage the pumping at Columbus, Brother Brown?

The Educational Weekly (Canada) enters a protest against the prevalent practice of publishing, in connection with the proceedings of school board meetings, the names of all teachers who apply for positions. It is claimed that the practice accomplishes no good, is in bad taste, and should be abandoned. When only one of thirty applicants can be successful in securing a situation, it cannot be agreeable to the remaining twenty-nine to be publicly advertised as ranking, in the estimation of the board, below their successful competitor. And it sometimes happens that a teacher seeks to improve his condition by applying for a better position than the one he holds. The public announcement of an unsuccessful effort of this kind is not beneficial to any of the parties concerned, certainly not to the teacher.

All this is very true. The practice complained of is in bad taste and has no compensating advantages. But the root of the evil lies deeper; it has its origin largely in the willingness of teachers to scramble for places—a practice more unbecoming than that of publishing the names of applicants, betraying a want of delicacy and professional spirit. The experienced teacher should endeavor to get himself into the attitude of receiving rather than making proposals; and boards of education should choose their teachers and invite them to their positions. It is disreputable for a lawyer, a physician, or a clergyman to make direct application for employment; and it ought to be so for the teacher.

It devolves upon teachers to educate public sentiment in relation to this matter. One who has occupied a position for one or more terms should not submit to the humiliation of being compelled to make formal application, before he can be employed for another term. Some boards of education have so little sense of the fitness of things as to require this. We have known cases of town boards advertising for an entire corps of teachers, though none of the old teachers had given any intimation of a purpose to retire, the object being to induce competition and keep down salaries. The honorable and wise course for boards of education is to fix salaries, elect and notify all the old teachers they wish to retain, and fill vacancies with the best material in reach,

whether applicants or not. Teachers on their part should respond promptly, accepting or declining; and when an engagement is made it should be scrupulously kept.

✓ A case of some interest concerning the use of the Bible in public schools has recently been decided in Mercer County, Pennsylvania. The plaintiffs claimed that the reading of King James's version in the schools was a violation of the State Constitution, the only correct English version being the Douay Bible, and that all others are incorrect, unauthorized, and sectarian in character. Judge Mehard held that public schools are established, not for regard to the children as individuals, but as part of an organized community. They are the outgrowth of the State policy for the encouragement of virtue and the prevention of vice and immorality. The instruction to be imparted includes the cultivation of morality as well as the attainment of knowledge and intellectual culture. The morality which the State deems it important to cultivate must be the morality which is regarded necessary for the support of the laws and institutions of the State. This must be the morality on which they are based, and this is the morality of the Bible. It follows, therefore, that the source of that morality is not excluded, but that the Bible may be used for the moral culture of the pupils of the public schools. With regard to the plaintiff's assertions that the highest ecclesiastical tribunal of the Roman Catholic Church has declared the King James version to be sectarian, incorrect, and incomplete, Judge Mehard holds that the decisions of ecclesiastical courts do not bind the State, and that, as no preference is given by our laws to any version, all versions stand equal before the law, and school directors have power to authorize the use of any version in the schools.

Yes; but is it wise, is it practicable, for school directors either to vote the Bible in or vote it out? If one board may authorize its use, a succeeding board may forbid its use; if a Protestant board may authorize the use of the King James Bible, a Catholic board may authorize the use of the Douay Bible; and so on to the end.

The wise thing for school directors to do about the Bible is to let it alone. It is above human legislation; it will take care of itself. We have had quite enough of contention over this matter. And for what have we contended? For a mere form, an empty shell. All the boards of education in the universe cannot prevent an earnest teacher from carrying into his school a heart full of the principles and spirit of the Bible; and of what avail is the perfunctory reading of the Bible in school by a teacher who has not its principles and spirit in his heart?

✓ We make the following extract from the last Annual Report of State Superintendent E. E. Higbee, of Pennsylvania, to note the contrast between Ohio and her sister State on the east. Pennsylvania finds one man in each county insufficient to accomplish the needed supervision; the country schools of Ohio are almost without supervision. How long must Ohio continue to waste millions of money annually on her rural schools, for want of proper supervision?

"No matter has given us more concern than the inspection and supervision of our schools. The field, including the whole State, is that of an empire.

Many counties have become so populous as to have quite outgrown the old system of inspection. The introduction of city and borough superintendents has helped to bridge over for a time the difficulties, but, even with their aid, our present system of county superintendency needs enlargement to make itself properly felt. It is accomplishing all it can, and we have no complaint whatever to make against the superintendents, but we have abundant reasons rather to admire their faithfulness and zeal. Any one can see, however, that to spread the labor of one man, no matter how capable he may be, over a range of districts where three or four hundred teachers are employed, must, of necessity, make it very thin. Frequent visitations, or a thorough examination of school-rooms and grounds and appliances, and many other matters which require constant watchfulness, are simply impossible.

"What is needed—how much only those familiar with school work can tell—is that our county superintendents be authorized to form, within their respective counties, district circuits, including not less than thirty teachers and not more than eighty, each of which circuits shall have a district superintendent, elected by the directors residing therein, whose duty it shall be to report to the county superintendent each month during the school term the condition and progress of the schools within his circuit, after a careful investigation thereof, giving full details of all that the county superintendent may feel to be necessary to know for the further improvement and efficiency of the educational work therein. The district superintendent should be paid out of the funds of the districts constituting his circuit, each district paying its *pro rata* share, and his minimum salary should be equal to the highest salary received by any teacher within the circuit over which he has jurisdiction. All this more definite inspection should be under the control of the county superintendent, who shall have authority to commission the district superintendents within his county upon their election by the directors, with power to revoke the same for the same reasons as he now has power to revoke a teacher's certificate. In case of resignation or vacancy arising from any cause whatever, the directors should be authorized to proceed at once to the election of a successor for the unexpired term. The term of office and qualifications should be the same as in the case of a county superintendent."

EDUCATIONAL INTELLIGENCE.

—A society has been formed in Japan to promote the adoption of the Roman letters.

—C. W. Buttler writes of an excellent institute in Paulding county. The teachers, he says, are wide awake.

—The educational department of the Washington County Fair was well filled with excellent specimens of school work.

—A session of the Ashtabula County teachers' association will be held at Geneva, Friday evening and Saturday, Oct. 2 and 3.

—Anglaize County held a very successful institute this year. Supts. Ellis, Richardson, Williamson, and Carson were the instructors.

—One hundred and fifty teachers were in attendance at the Seneca County institute. H. H. Spain was elected president for next year.

—The annual report of J. H. Phillips, superintendent of schools at Birmingham, Alabama, is before us. It gives a very promising exhibit of the progress of the schools in this growing young city of the South. There are 21 teachers in the corps, and an enrollment of 1285 pupils.

—Burton has just completed a fine new school building, at a cost of about \$14,000. Prof. C. C. Douglass has been elected superintendent for the ensuing year.

—"The Natural Method," No. 3, Vol. II., will be sent to students and teachers of languages, on application to STERN'S SCHOOL OF LANGUAGES, New York City.

—The *Coshocton Age* contains the statement that the Coshocton high school carried off the first premium, at the State Fair, for "best general work in any one class in high school."

—An international congress of instructors was to be held at Havre, France, in September. John Eaton, U. S. Commissioner of Education, was named as one of the five vice-presidents.

—Secretary Jones requests the announcement that the edition of *The Princess*, mentioned in the last circular of the Reading Circle, published by Houghton, Mifflin & Co., is now ready.

—The Harrison County institute was held at Harrisville, for two weeks, beginning August 17. The instructors were O. C. Williams, M. J. McCoy, C. E. Gullett and Miss Jennie E. Arnold. The attendance was small.

—The teachers of Delaware County held their institute at Ashley, the first week of September. J. C. Hartzler, W. G. Williams, and R. Parsons were the instructors. The attendance was large, 107 enrolling the first day.

—The institute in Guernsey County was held during the week beginning August 24. Aaron Schuyler and W. H. Venable were the instructors. The enrollment was larger than at any previous session, and the interest was well sustained.

—A fine normal school building was dedicated at Geneva, Ashtabula County, on Thursday, August 20, in the presence of a large concourse of people. Addresses were delivered by J. S. Lowe, the principal of the school, Dr. J. H. Vincent, and others.

—The teachers of Ottawa County held their annual institute at Elmore, beginning August 24, and continuing one week. C. W. Butler, John McConkie, and L. D. Bonebrake were the instructors. The interest was good, though the attendance was not large.

—The Pickaway County institute was held at Circleville during the week beginning August 24. The instructors were J. C. Hartzler and Elisha Warner. Our report ends with the close of the first day, at which time there were 50 teachers in attendance.

—The public mind in England is deeply stirred on the subject of overpressure in schools. It is discussed by the public press, and it is a leading topic in all educational conferences. The subject has been broached and is likely to receive attention in Parliament.

—A reading circle was organized in Hocking County at the close of the recent institute. The circle is in good hands, and bids fair to achieve success. Hocking County teachers are moving forward. There are several active leaders in educational matters in that county.

—The Noble County teachers' institute was held during the week beginning August 10. John Hancock, C. C. Davidson, and L. D. Brown were in attendance. The attendance was the largest for years, over 150 teachers being present. E. E. Miller was elected secretary and chairman of the executive committee.

—Female education does not seem to be highly appreciated in Russia. According to a Moscow paper, only 21 per cent. of the youth attending school in that country are girls. The ratio varies with the religion, being greatest among Protestants, next among Jews, next among Roman Catholics, and lowest among Greek Catholics.

—After an experience of some years without a spelling book, the public schools of Cincinnati have re-introduced McGuffey's Speller, placing the revised edition in five grades of the district schools. The action of the city board of education in adopting McGuffey's Revised Speller was unanimous. The pendulum continues to swing.

—The North, Central and South American Exposition, to open in New Orleans Nov. 10, and continue five months, promises to be more successful even than that of last year. Recent advices state that applications for space in the various buildings are pouring in from all parts of the United States, and from foreign countries also; and the management expect a much larger attendance than that of last year.

—The Wayne County institute was held at Wooster during the week beginning August 24. Dr. T. W. Harvey was the principal instructor. A number of valuable papers, prepared by teachers of the county, were read and discussed. A full report of the proceedings and most of the papers read were printed in *The Institute Record*, a paper issued by the institute, edited by James L. Orr and B. F. Hoover.

—The Darke County institute closed Sept. 4, with an enrollment of 168. More than the usual interest was manifested. Instructors, special session, H. L. Frank and F. Gillum Cromer; regular session, J. T. Martz, C. W. Bennett, and Miss Ida Lindsay. Officers for the ensuing year, J. T. Martz, President; Miss Mamie Ditman, Secretary; F. Gillum Cromer, P. C. Zemer, and W. T. Fitzgerald, executive committee.

—On Saturday, Sept. 5, the Bucyrus Township teachers' association met at the examination room of the county in Bucyrus. After a recitation by Miss Jennie Brinkerhoff, the subject of interest was treated by O. E. DeWitt. Miss Belle Kerr read a practical essay on the subject of "teaching beginners writing." J. J. Bliss outlined his method of teaching U. S. history. A discussion of queries followed. The next meeting will be held at the same place, Oct. 3. A. B.

—The twenty-first annual teachers' institute of Crawford County was held at Sulphur Springs, August 17-21. The management of the work was in the hands of Prof. J. F. Kimmerline, President, Miss Mattie Blayney, Secretary, and R. E. Sawyer, Treasurer. Profs. Long, Schumaker, and Irish, did excellent work. Prof. Willoughby, of Dayton, was present at one session, and gave a practical lesson in teaching beginners. The attendance of the teachers was good, and in every respect the work of the institute was profitable. A. B.

—Our institute (Allen County,) was good and well attended. The daily attendance was 170. Profs. Sniff and L. W. Fairfield, both of Angola, Ind., were the instructors, and the committee was so well pleased with the work that Prof. Sniff's services were secured for next year's institute before he left Lima. The next Allen County institute will be held at Lima, last week in July, 1886.

S. C. PATTERSON.

—The Pike County Institute, held the week beginning August 17, was well attended and full of interest. The enrollment reached one hundred, though there are but one hundred and twenty school districts in the county. Dr. Williams' work in grammar was highly appreciated. Much credit is due to the president, J. A. Douglas, for the success of the institute. A reading circle was organized with a membership of 32. Our correspondent writes that "Pike begins to rub her eyes, if not actually to wake up."

—The Seneca County institute was held at Republic, the week beginning August 17. Nearly 200 teachers enrolled their names. The attendance and interest were good. Messrs. Knott, Hall, Rutan, and Luce were the instructors. A committee was appointed to correspond with teachers with a view to securing a complete record of the standing of pupils in their classes and the point reached in the various studies, so that succeeding teachers may know at once where to take up the work.

—Our institute (Lorain County,) under the instruction of Supt. H. M. Parker and Prof. C. H. Churchill, was one of the best we ever held. Commissioner Brown was present one day and gave an interesting talk upon school laws. Supt. Waite gave the teachers a rare treat on the Beginnings of our Language. Officers for next year: President, E. E. Rayman, N. Amherst; Vice President, Frances A. Lemman, La Grange; Secretary, Harriet G. Blaine, Elyria; Executive Committee, H. M. Parker, D. O. Stewart, Miss M. D. Phelps.

R.

—The Stark County institute was held at Canton, the week beginning August 31. Hon. Henry Houck, of Pennsylvania, and Samuel Findley were the instructors. The teachers did not come in very promptly and the opening was not very auspicious, but before the session closed the institute was large and enthusiastic. Mr. Houck is a grand specimen of a schoolmaster. His abounding good humor and his inimitable wit are a well-spring of life to a company of teachers. We expect to live several years longer because of our association with him for a week.

—The twenty-seventh annual session of the Mercer County institute began on the 17th of August, and closed on the 21st. The instructors were D. R. Boyd, of Van Wert, F. V. Irish, of Lima, and W. F. McDaniel, of Celina. Membership, 113. Officers elected: President, W. F. McDaniel; Vice President, Mattie Nickel; Recording Secretary, Huldah Clutter; Corresponding Secretary, Rowe Beam; Treasurer, W. H. Thoms; President Township Institutes, H. C. Fox; Executive Committee, Rowe Beam, W. H. Thoms, and W. L. Hole. The institute is out of debt, and has a surplus of \$88.68. Next session will be in August, 1886.

G.

—Our institute began August 3, and continued three weeks. Superintendents Carroll, of Chardon, and Shepherd, of Painesville, were the instructors.

This is the second union institute of the Lake and Geauga teachers, and the teachers voted almost unanimously to unite again next year.

This year, instead of the lecture plan, regular classes were formed in the various branches, and the institute was conducted more on the normal plan, the teachers doing more work and getting more benefit from the work done than they ever have done under the lecture system. The institute was pronounced the most successful one ever held in this county, which is saying a great deal, as we have had many most excellent institutes. T.

—The Licking County teachers' institute closed a very successful session of two weeks, Aug. 21st. A. B. Johnson, of Avondale, was the principal instructor. The enrollment reached nearly 300. The following officers were elected for the ensuing year: President, O. C. Larason; Vice President, C. Barnes; Secretary, Clara J. McFarland. The President appointed the following executive committee: Miss Mary A. Simpson, J. C. Frampton and J. V. Hilliard. N. T.

—The institute held in Lucas County, first week of September, is said to have been one of the best ever held in the county. The enrollment reached 230, and the attendance was good from first to last. Supt. Parker, of Elyria, and Supt. Dowd, of Toledo, were the principal instructors. Mrs. Mandeville and Miss Galvin, of the Toledo schools, did practical work before the institute with their primary classes. Officers chosen for the next year: T. B. Pinkerton, President; Supt. Solier, Vice President; Miss M. Cronois, Secretary; Executive Committee, Supt. J. W. Dowd, Mrs. Mandeville, and A. B. West.

—The institute in Morgan County was held from August 4th to August 7th. The attendance was larger than usual. Good work was done. Prof. T. C. Mendenhall, Supt. J. M. Rusk, of Malta, Prof. J. P. Nailor, of Indiana State University, and Miss Mary McDonald, of McConnellsville high school, were the instructors. The officers elected were: President, Miss Mary Ralston, McConnellsville; Secretary, Miss Mary McDonald, McConnellsville; Chairman Executive Committee, A. A. Porter, Malta.

—The Hocking County institute held a two weeks' session at Logan, beginning August 24th. Prof. D. J. Evans, of the Ohio University, was the principal instructor, assisted by teachers of the county. Good work was done. The officers for the coming year are: W. E. Friesner, Enterprise, President; W. E. Engle, Enterprise, Secretary; J. B. Mathias, Chairman Executive Committee,—all live teachers and subscribers to the MONTHLY. All the progressive teachers in Hocking County take the MONTHLY. L.

—We learn that the Ohio State University has opened with an increased attendance and good promise of a successful year. In January of each year, a course of free lectures is given to farmers, on subjects of interest to them. What more interesting and profitable theme for one or two lectures of such a course than the present condition and needs of our country schools? We have heard a rumor that a chair of pedagogy in the University is under consideration. We hope it is true. If we cannot have a state normal school, let us at least have a department of didactics in the State University.

—The Tuscarawas County institute closed a two weeks' session on Friday, Aug. 28. It was held in the school building at New Philadelphia, and was the best ever held in the county. The enrollment numbered 253 teachers. The

instructors during the first week were all home talent, consisting of Professors Duff, Hauptert, and Pfeiffer, and Miss Kate Patrick.

Miss Patrick continued her work in elocution during the second week in connection with Dr. Findley, editor of the MONTHLY, as foreign instructor. All were well pleased with the instruction received. The committee resolved to hold a directors' day during the next session. As we consider this a movement in the right direction we hope it may be followed by many more.

CHAS. L. CRONEBACH, Sec'y.

—The Lawrence County teachers' association held its eighteenth annual session from Aug. 17 to Aug. 28. There is no doubt that this was one of the most pleasant and profitable institutes in the history of the association. The earnest instruction of Profs. Marsh and Rea, and the grand good humor of the former, drew crowds of eager and attentive listeners. Four night sessions were held, all of which were successful in the highest degree; the house being literally packed on each occasion. The night of our last entertainment standing room was at a premium, notwithstanding the fact that there was a theater in town, and a skating rink in full blast.

W. D. C.

—A two weeks' session of the Wood County institute closed Friday, Aug. 28. G. H. Withey, W. F. Belton, Miss Kate E. Brown, J. N. Baker, C. T. Bateman, D. E. Niver, and Examiner E. K. Barnes were the instructors. Prof. F. V. Irish, of Lima, was present one day and illustrated his method of diagramming sentences. In the evening he gave a lecture on "The Bible," which was very interesting and instructive.

The attendance (198) was larger than it has been for a number of years. For the ensuing year the following officers were elected: President, G. H. Withey; Vice Presidents, H. C. Cordrey and Miss Kate E. Brown; Secretary, A. L. Muir; Treasurer, Miss Hattie E. Gould; Executive Committee, E. A. Ballmer, S. N. Van Tassel, E. K. Barnes.

—We are glad to know that the tornado of September 8, which proved so destructive at Washington C. H., left the schools comparatively unharmed. Superintendent Dean writes, in reply to a letter of inquiry, as follows: "All of my teachers and their families and myself and family escaped serious injury from the tornado. Our suburban schools are dismissed, but none of the schools in the main building have lost any time. The house occupied by the colored school was totally destroyed, and one other school house was unroofed. Miss Lucy Pine, one of our teachers, deserves more than praise for her heroism. She was alone, in charge of two infant children of her sister. As the timbers and plaster began to fall around her, she placed the little ones in a bed and bent over them, shielding them with her own body. She was somewhat bruised, but the little ones escaped without a scratch."

—An enthusiastic and successful county institute was held in Portsmouth during the week beginning August 31. Prof. A. H. Tuttle, of the State University, and Supt. E. S. Cox, of Portsmouth, were the principal instructors. Prof. Tuttle's lectures were thoroughly enjoyed, as such high class work should always be. Prof. Cox's lectures on the teaching of English, primary and advanced, were inspiring in the highest degree. School Commissioner L. D. Brown was present and delivered a vigorous speech on school law. He urged township boards to do as city boards have done—elect superintendents, make

rules to be applied to all schools, adopt uniform courses of study and text books, and hire janitors to care of school-houses and surroundings. Everybody was pleased, and "home talent" devotees were silent. Com.

—The Summit County institute began at Akron August 3, and continued four weeks. For the first three weeks, the institute was divided into two sections for class work, under Samuel Findley and Miss Maria Parsons as instructors. The plan was an experiment in this county, but so well satisfied were the teachers that they voted unanimously to adopt the same plan for next year. The fourth week was occupied in the usual way, with Drs. Stevenson and Kirkwood as instructors, with whom the teachers were highly pleased. The officers chosen for the next year are, *President*, Frederick Schnee; *Vice President*, Miss Lulu Fish; *Secretary*, Miss Mary Class; *Treasurer*, W. A. Morton;—the first three constituting the executive committee. The committee held a meeting Sept. 19, and resolved to hold a session of four weeks, beginning about the middle of July, 1886, with Samuel Findley and Miss Maria Parsons as instructors for the entire term.

—The Washington County institute (Marietta, Aug. 24-28,) under the direction of Supt. T. C. Ryan, of Beverly, was attended by a much larger number of teachers than usual. For the last three days the court room was crowded. Enrollment 223. Miss Bewley, who has been with us the last three summers, continued her instruction of a primary class, Prof. Tuttle lectured on Physiology and Physical Geography, President I. W. Andrews presented the subject of local history, and Prof. Chamberlain gave instruction in language.

It was resolved to hold a number of local institutes in the county within the next year; the first of the series will be at Beverly, Oct. 16-17.

Officers for the next year: *President*, S. S. Porter; *Secretary*, Miss Sarah Greene; *Executive Committee*, T. C. Ryan, C. E. Keyes, Andrew Gracey, M. R. Andrews; *Corresponding Secretary of the Reading Circle*, M. R. Andrews. The next annual meeting of the institute will begin at Marietta August 30, 1886. A.

—Some of the teachers in Miami County are undertaking to secure the adoption of a graded course of instruction for the schools of their respective townships. In Newton Township, the following petition is to be presented to the board of education: "We the undersigned teachers and householders of Newton Township, Miami County, O., do respectfully petition your honorable body to arrange, or have arranged, a graded course of study for the schools under your charge; and to require the teachers of said schools to adhere strictly thereto in advancing the pupils." This is a praiseworthy undertaking, and it is hoped the interest in the movement is sufficient to result in definite action. The irregular attendance of pupils in the country is an obstacle in the way of classification and a systematic course of study; but one tendency of such a course would be to correct irregularity of attendance, and the school terms could be so adjusted as to make provision for those whose home duties permit them to attend only a part of the year. W.

—The following resolutions, adopted by the teachers of Belmont county, have the true ring:

Whereas: We, the teachers of Belmont county, in institute assembled, believe that the present school system of Ohio has long ago passed the point of

its highest usefulness; that evils have arisen under this system that greatly impair the work and progress of the schools; that we are behind the educational sentiment of the age; and that legislation is the only cure for the ills of which we complain, therefore be it

Resolved, 1. That it is the sense of the members of the Belmont County Institute that the existing sub-district system under which country or ungraded schools are managed, should be abolished, and the township system be adopted in its stead.

2. That an efficient system of county supervision of public schools should be provided.

3. That a system of well equipped normal schools under control of the state is desirable.

4. That a copy of these resolutions be sent by the secretary to each paper published in Belmont County, to the *Eastern Ohio Teacher*, and the OHIO EDUCATIONAL MONTHLY, with a request for publication, and to each member of the legislature from this county.

—The Hamilton County institute was held at Mt. Healthy. Our corps of instructors included Dr. A. Schuyler, Dr. John Hancock, J. P. Cumming, C. S. Fay, and Miss M. Morris. Every teacher expressed a favorable opinion of the work done. Dr. Schuyler was unexpectedly called away Tuesday afternoon by the serious illness of his wife. Dr. Hancock announced to the institute that Mrs. S. had died Tuesday morning, consequently the Doctor was not with her in time.

Resolutions of sympathy and respect were passed. The Doctor made many friends the two days he was with us, and we hope to have him with us again in the future. We were fortunate enough to get Profs. E. W. Coy and M. W. Smith, of Hughes High School, Cincinnati, to take Dr. Schuyler's subjects. and both did good work.

Our enrollment reached 236, all of whom were teachers. Each year finds more teachers spending the whole week instead of one day at the institute. Underbidding was condemned by resolution; and the propriety of teachers keeping contract after making it with any board of education, and not accepting another position on account of salary, unless freely released, was urged.

The institute of 1886 is to meet at Wyoming, O. Our officers are: President, C. F. Malsbary, of Mt. Healthy; Secretary, Miss Julia C. Kolbe, of Westwood; Ex. Com., J. H. Locke, Pleasant Ridge, and J. L. Trisler, Hartsville, T.

PERSONAL.

—Edward Truman remains at Parkman another year.

—A. T. Cordray is superintendent at Mt. Sterling this year.

—J. W. Jones has started on his third year at South Bloomfield.

—C. D. Harrison leaves Madison and takes up the practice of law in Iowa.

—John R. Davis succeeds Fred'k Schnee in charge of the schools at Norton Center.

—W. E. Lumley succeeds E. S. Loomis as principal of the Richfield high school.

—N. W. Bates goes from Mt. Sterling, Madison County, to Madison, Lake County.

—H. C. Muckley, of Youngstown, has accepted a position in the Cleveland Central high school.

—H. W. Myers, of Creston, Iowa, is taking a rest, after eighteen successive years of school work.

—C. F. Eaton has charge of the Geauga Seminary, Chester, in place of C. A. Vincent, resigned.

—George R. Twiss, of Columbus, has accepted a position in the Rayen high school at Youngstown.

—W. W. Coe, of Middleport, has taken a position in the preparatory department of Marietta college.

—F. B. Pearson takes the Professorship of Mathematics in McCallister College at Minneapolis, Minn.

—Chas. Nease, for a number of years a teacher in Meigs County, Ohio, is now teaching at Greenville, Mich.

—J. W. Filing and B. H. Allen have been appointed members of the board of county examiners in Hocking County.

—Ford Lewis, of Wharton, Wyandot Co., Ohio, has accepted the superintendency of schools at Nevada, same county.

—An experienced teacher, a classical graduate who holds a State Certificate, desires a position. Address the editor of this magazine.

—W. P. Cope, who has for several years been principal of the Brooklyn Village schools, is now at the head of the Hamilton, O., high school.

—J. L. Trisler has exchanged Harrison, Hamilton County, for Hartwell, in the same county. R. M. Boggs, of New Richmond, succeeds him at Harrison.

—John M. Amos, who for many years was a leading teacher in Eastern Ohio, has been nominated for state senator in the Washington-Morgan-Noble district.

—Rev. C. K. Smoyer, formerly pastor of the Presbyterian church, at Huron, has accepted the position of superintendent of the public schools at that place.

—E. H. Stanley, for the past year principal of the Warren high school, succeeds the late Prof. James A. Brush, in the chair of mathematics in Mt. Union College.

—John E. Morris, of Garrettsville, was one of the instructors in the last Trumbull County institute. The committee speak of his work in very complimentary terms.

—Miss Jennie Cole has given up her position at Harmar, Ohio, where she has taught for more than a dozen years, to take a position in the schools of Lincoln, Nebraska.

—E. E. Miller, Superintendent of the Caldwell schools, has been teaching a normal term at that place, with an attendance of 117, composed principally of the teachers of the county.

—Ida C. Bowman has resigned her position as teacher of Latin and Greek in the Wooster high school, to accept the position of teacher of Latin and mathematics in Clara Conway Institute, Memphis, Tenn.

—W. M. Friesner has accepted the superintendency of schools at Los Angeles, California. Mr. Friesner was originally an Ohio man, but has, for several years, had charge of the schools of Cedar Rapids, Iowa.

—School Commissioner Brown, after August 21 and before the opening of schools in September, addressed the teachers' institutes in the counties of Summit, Cuyahoga, Lorain, Butler, Scioto, Vinton, Stark, Wyandot and Lucas.

—W. B. Owen, after completing his fourth year as superintendent of schools at Delta, Fulton County, has accepted a similar position at Tuscola, Ill., at a salary of \$150 per month. Mr. Condit, of Petersburg, Mich., succeeds him at Delta.

—John D. Phillips, the veteran teacher at Harmar, Ohio, writes that his school started August 31, with an attendance of 122 pupils;—enough for three teachers, but about the number Mr. Phillips is accustomed to teach without assistance.

—James W. McLane, valedictorian, class of '83, Adelbert College, after teaching two years at Norwalk, Ohio, and Lafayette, Ind., now goes to Charleston, S. C., to take charge of Potter Institute, a school established by the Protestant Episcopal denomination.

—B. F. Myers, of the Tiffin schools, has received the democratic nomination for Treasurer of Seneca County, and he will undoubtedly be elected. The MONTHLY extends congratulations, though we always regret to see a good teacher turning aside from the work.

—William Richardson was made the recipient of a handsome testimonial from the Ross County Teachers' Institute, just before his departure for his new field of labor in Missouri. At an evening session of the institute he was presented with a gold-headed cane and a gold pen. Mr. Richardson carries with him the esteem and good wishes of a very large number of Ohio friends.

—C. J. Albert, formerly of Dayton, Ohio, now of Elmhurst, Ill., has opened a teachers' agency, hoping to supply a demand in the West and Northwest, for good teachers from the surplus in Ohio and other older States. Any of our readers who may have occasion to correspond with him, will find him trustworthy and accommodating.

—Superintendent McMillen, of Youngstown, has made another vigorous effort to retire from active service, but he has not yet achieved success in this direction. Sometime in August, he tendered his resignation to the Board and urged its acceptance. The Board declines to accept the resignation, and Mr. McMillen is still at his post. Health and strength permitting, we would be glad to see him continue for another decade.

—Miss Lizzie M. Fisher, Foochow, China, under date August 11, 1885, renews her subscription to the MONTHLY, and adds:

"I do not want to be deprived of the monthly visits of Ohio teachers. School work in a girls' boarding school in China is quite different from school work in London, Ohio; yet the four years spent in the work there prepared me better for the work here. I am still much interested in Ohio educational news and new methods and theories. I want to keep step in the educational ranks.

"The study of the Chinese language, with its eight tones, its twisted construction and numberless characters, is very difficult and requires close study. School work is progressing. If you desire it, I may give you a few notes sometime."

Yes, by all means. Notes from an Ohio teacher in China will always be welcome.

BOOK NOTICES.

Theory and Practice of Teaching; or the Motives and Methods of Good School-Keeping. By David P. Page, A. M. To which is Prefixed a Biographical Sketch of the Author. A new edition, edited and enlarged by W. H. Payne. A. S. Barnes & Co., New York and Chicago.

Probably no other book of its kind has been so widely read or has exerted so great an influence as *Page's Theory and Practice of Teaching*. It is nearly forty years since it was written, and it still holds its place at the head as an attractive and inspiring guide to young teachers. We read and reread it thirty-five years ago, when teaching our second country school. We advise all the young members of the MONTHLY family to do likewise.

Improvement of the Mind. By Isaac Watts, D. D. Edited by Stephen N. Fellows, D. D., Professor of Mental and Moral Science, and Didactics, in the State University of Iowa. A. S. Barnes & Co., New York and Chicago.

This book was written more than a hundred and fifty years ago, and it is still one of the best books of its kind. Dr. Johnson said of it, "Whoever has the care of instructing others, may be charged with deficiency in his duty, if this book is not recommended." We studied it with much interest and profit, in the winter of 1851-2, while teaching a country school.

Uncle Tom's Cabin; or, Life among the Lowly. A Story of Slavery. By Harriet Beecher Stowe. With an Introductory Account of the Work and a picture of "Uncle Tom." In one volume, 12 mo., \$1.00. Boston and New York: Houghton, Mifflin and Company.

To commend this book is like praising the sun. No other book of the century is so widely read; and unborn generations will read it and laugh and weep over it, and be astonished that this fair land was ever cursed with such a curse as slavery.

A History of The United States, for Schools; with an Introductory history of the discovery and English colonization of North America. With Maps, Plans, Illustrations, and Questions. By Alexander Johnston, author of a "History of American Politics," Professor of Jurisprudence and Political Economy in Princeton College. New York: Henry Holt and Company. 1885.

This is not a mere story-book; nor is it a jumble of dates, settlements, and battles. It is the most successful attempt we have seen to present, within the limits of a school text-book, the development and life of the nation. The author assumes that "the typical school-boy must get his political, economic, and financial education from his school history of the United States, if he is to get it at all;" and he has accordingly aimed to make such selection and grouping of events as to throw the clearest light upon the duties and responsibilities of citizenship. It is a book worth studying. Those concerned in the selection of text-books for schools should examine it. An excellent feature is the numerous cross-references.

The Teacher's Commercial Value. A Paper read before the New York Teachers' Association, at Saratoga Springs, July 9, 1885. By C. W. Bardeen. Syracuse, N. Y.: C. W. Bardeen, Publisher.

Ginn & Company, Boston, are publishing a series of books on Sanskrit, to include Primer, Reader, and Grammar. The Primer is prepared by Dr. Edward Delavan Perry, of Columbia College, and will be ready October 15.

—THE—

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—AND—

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SAMUEL FINDLEY, EDITOR.

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THE COUNTRY SCHOOLS OF OHIO.

A SYMPOSIUM.

D.

The deplorable condition of the public schools in the country districts of Ohio, as compared with those of adjoining States, is a subject of the gravest moment. The effect is seen in all parts of our State. The population of the rural districts is growing less and less every year. The most intelligent of the people who can sell or rent their farms are moving into the towns and cities. Everywhere but one reason is given. They want educational advantages for their growing families. Fine lands in the best agricultural portions of Ohio command a lower price per acre than in any other State of equal age and fertility among the northern states. The reason is found in the condition of the schools. There are one or two sections of very narrow borders where the people have determined to have some advantages in spite of the laws which govern them.

The cause of this state of affairs is not the want of teachers, nor wholly on account of incompetency, for many of the most earnest men and women in the State are to be found struggling for a mere pittance against obstacles they cannot overcome, to conduct the schools in such a manner as to secure good results.

The people do not know that the school can be made any better. They are such schools as they attended, and they honestly believe them to be good enough for their children. Apathy is the cause of this deplorable condition of the schools in the rural districts. The people in the country are very conservative and will not give up the old until they are convinced that the new is better; but when they are convinced they move with irresistible force. They cannot see that the meager education of a quarter of a century ago will not now meet the demands of the age. Hence there is opposition to the necessary change in the school law to remedy the present condition of school affairs.

The correction of the present inefficiency of the schools can only be brought about by judicious legislation. What ought to be done is indicated by the school systems of Indiana, Illinois, Iowa, Kansas, Pennsylvania, New York, etc., etc. Each county should have about the same organization as our city and town systems. The townships should be represented in county boards of education as wards are represented in city boards. This county board should have charge of all the schools of the county not controlled by special boards, and should have all the powers and authority of city boards, namely, to appoint a superintendent, principals and teachers, levy taxes, build school-houses, make repairs, determine the branches to be taught, and all other matters pertaining to the interests of education in each county. Such an arrangement would fix the responsibility of the success of the schools, save of the amount now injudiciously expended, a sufficient amount to provide for the continuance of the schools in session at least nine months of the year, pay better salaries, and therefore secure more competent teachers.

If sub-districts in townships were adjusted so that something like an equal number of children could be placed in the respective schools, the number of schools in townships might be diminished; hence a less number of teachers would be required, and therefore less expense. In this county there are schools whose average attendance is not more than fifteen pupils, for whose schooling the township board appropriates as much money as to another school whose average attendance is thirty-five pupils. If the money for the sub-district having fifteen pupils was raised by local taxation, there would be no cause for complaint on the part of the sub-district having thirty-five pupils, but this is not the case; all are taxed for the support of the schools equally. This is so manifestly unjust that the wonder is the honest farmer does not see it.

It is passing strange that when any measure has come up in the

General Assembly for the betterment of the condition of the schools in the rural districts, the members from the country are the first and bitterest opponents.

I am very glad, Mr. Editor, you have proposed this subject for discussion, and hope it will do good.

R. W. STEVENSON.

Columbus, Ohio.

Whatever may be said of the rapid whirl of progress in this great State, in all commercial and industrial pursuits, it is a deplorable fact that the interests of country schools have been sadly neglected. In our school exhibit, sent to the Centennial Exposition, we attempted to rank second in the Union. But that only applied to schools in towns and cities. And while we received flattering encomiums on our graded school work, as exhibited, not a manuscript nor an item was sent there from any ungraded school in Ohio. Why? It is presumed we had nothing fit to be shown. It must be admitted, though it may touch our pride to confess it, that the country schools have but little permanent, healthful advancement. They turn the same old furrow, from year to year, with a "wooden mould-board," and make a return of results a quarter of a century behind the times. I am aware of the criticisms such statements are likely to cause. But these are disreputable facts which will stand the test of investigation.

At the same time, I am free to exonerate, in a general sense, the country teacher. The fault is not with him. It is fair to assume that he does his work as well as the disorganized state of his school and the endless embarrassments against which he labors will permit.

Country schools are without a uniform course of study and systematic plans to protect it; they are wanting in organization and proper classification; they need *supervision*. This is the old cry. I am aware that county supervision has been urged and defeated so often that its best friends have well nigh forsaken the enterprise. First undertaken in this State in 1837, it is said to have been before twenty-five legislatures since that time. No matter. It is still the question to agitate. Ohio is about the only progressive State without supervision, I challenge any one to find a successful business where untrained workmen are employed, without its plans being directed by a skillful foreman. But there are about 18,000 teachers in the ungraded schools of the State without any head to protect this great interest of the people.

Country schools need trained teachers. Perhaps the best thing to do just now is to teach teachers. Many teachers in country districts

are beginners and untrained, and comparatively few who begin expect to make it a permanent occupation. Outside the large cities but little effort is made to give teachers professional training. The embarrassments in frequent changes and in want of skill are more seriously felt in the country than in towns and cities. In a graded school, a new candidate will make fewer mistakes because he is familiarly associated with other teachers and in close counsel with a superintendent. But at his best he can only do the work of an apprentice the first and second years, and the schools must of necessity lose by it.

The double-headed township system should be abandoned. Certainly a change in township organization ought to be accomplished this year. It is unfortunate that the General Assembly has not made these changes, and relieved us from school laws which have so long retarded instruction in rural districts. But let us follow Mr. Lincoln's rule, "Keep pegging away."

C. W. BENNETT.

Piqua, Ohio.

In reference to the present condition of the rural schools it appears to me about as follows :

First. There is a lack of uniformity in the methods of instruction. Among country teachers there is no union of effort in this respect, as we have in the village and city schools. Each is a law unto himself. Many are wide-awake and progressive, but the mass are not so. One term, a school will be *taught* according to the best and most approved methods, and will make an advance; the next term a change of teachers will take place and it will be merely *kept*, and will lose all it had gained. Or, if the teacher in the first instance be followed by another wide-awake teacher, his methods will be so different that a large part of the term is lost in the pupils becoming accustomed to them. While the teacher should be left, to a large extent, to develop his individuality, yet in a county or township there should be a general system to which all teachers would direct their work.

Second. Many of the teachers are young and inexperienced, and have the will to do well if they only knew how. Like young workmen, they need the skill and experience of a master-workman to direct them.

Third. And following the above, is the lack of judgment on the part of young, and sometimes old, teachers as to the amount of work to be done in a given time. In their eagerness to succeed they get the erroneous idea that the amount of ground passed over will be the measure of their success. Hence, they rush over the work so rapidly that the child cannot comprehend it. A child's knowledge of arith-

metic is not gauged in the mart of life by the number of times he has been through some work on that subject.

Fourth. There is a constant change of teachers. It is the exception rather than the rule for a teacher to teach more than one or two terms in the same school.

No teacher can become acquainted with his pupils and their parents, so as to know how to manage them well, in less than a term of three months; neither can a class of pupils gain that confidence in the teacher necessary to do effective work, in less time, and the children suffer from this system of constant changing.

So much for the condition; what is the remedy? I believe that township supervision would, in a great measure, correct these evils. The methods of instruction could be made uniform throughout the township; and by weekly or monthly meetings, with a live superintendent at the head, the teachers could be instructed in the same, and so enthused that they would work to bring their schools up to a required standard.

In our city schools, the superintendent soon detects his weak teachers, and the most of his time for visiting is spent in advising, assisting and encouraging this class. So in the townships, the superintendent would know where his help was most needed; and the inexperienced teacher, instead of being left to his own resources, would be carefully directed in the work.

The schools could be graded to some extent and the limits of the month's or term's work be given to each teacher, thus doing away with the pernicious habit of rushing through the books.

The constant change of teachers would be prevented, and each township would soon have its regular corps of teachers, as our cities and villages now have.

C. W. BUTLER.

Defiance, Ohio.

The most pressing need of our country schools is better qualified teachers; teachers who understand *teaching*, not merely persons who can solve puzzles and dissect sentences; who know something of the laws of mental development and growth; who think, and can induce children to think; who possess intellectual "grip," and can develop it in children; who love intellectual pursuits, and can induce children to love them; who know, have read, and love to read good books, and can influence young people to read and love them: broader, stronger, more earnest and energetic men and women are what the schools need. But to say this is about equivalent to saying that what an unproductive fruit-tree needs is more vigorous branches, more luxuriant

foliage, more and better fruit. Vain. The fruit is the best product of the conditions which produce it. If the soil is sterile, the rootlets unhealthy, light and air deficient, and the original stock none of the best, the branches will become moss-grown and the fruit will be imperfect. It is an indifferent husbandman who hopes to perfect the quality of the fruit from such a tree by white-washing the trunk and scraping the moss from the branches.

Our teachers are the fruitage of our system. It is sometimes said there is no "demand" for better teachers in the rural schools; that the quality of the "supply" is all that the wages offered will command. True, perhaps. The rural population may not dream that improvement in their schools is possible. I have often heard rural directors speak of what I know to be worthless schools as "first-class." "First-class" is, after all, a term of comparison. The other term is the speaker's highest ideal. There is no "demand" among the millions of Asia and Africa for gospel light and liberty, but we send missionaries to them and create a demand. Our rural schools are as good as existing conditions will ever produce. Our soil is fertile, but our educational tree is diseased, and no white-washing, no scraping of moss-grown branches, no pruning, will produce the fair crop so long looked and hoped for. We must plant a new tree of improved stock, or do some judicious grafting.

Our rural schools need—

1. The missionary influence of thoroughly well qualified superintendents, who shall so enlighten and educate the rural population that there will be a "demand" for better teachers—a demand so urgent and persistent that it cannot be ignored.

2. A system of real normal schools, fully equipped, endowed and controlled by the state, "schools for the special education or training of persons for teachers,"—a sort of school not found in Ohio. These schools should supply the "demand."

3. Legislation that will ultimately close the doors of our school houses against persons whose highest claim to the office and functions of "teacher" is based upon the existing "certificate" of qualifications.

When these shoots are successfully grafted upon our educational tree, we may profitably scrape off some such moss as the "sub-district" system.

As rich foliage and fair fruit are produced by noble stock properly cultivated, so grading, courses of study, central high schools, and other improvements will grow out of the changes suggested above.

Barnesville, Ohio.

HENRY L. PECK.

The progress of our country schools has not kept pace with the other improvements of this age. In this country, where every man is a sovereign, and in this State, with its large percentage of rural population, the pupil in the country schools should have equal opportunities with his village cousin. He has been too long deprived of the advantages he ought to enjoy. What measures may be adopted for the improvement of schools in the country? In thickly settled counties, where roads are good, a consolidation of districts would permit the employment of better teachers, and better schools would be the result. Then, if these schools were classified, and some one of ability and experience employed to advise, direct and encourage the teachers in their labors, some good results might be expected. But is classification practicable in the country, and are not the distances too great for such grading and unification as are secured in town schools? Experiment shows that it is not only practicable, but not so difficult as many suppose, and better results are shown. Pupils remain in school longer and do their work better, acquiring habits of industry and system which make them better able to cope with the difficulties of life.

Many of our pupils in the country are stuffed with mental doses as nauseating as those doses of physic given in the school presided over by Squeers, and such things will last as long as each one is allowed to chase his favorite phantom, or stride his own well-worn hobby. Let us have fewer districts, more schools where two or more teachers are employed, and supervision not only in theory but in practice, and better trained pupils and better educated citizens will be the result.

Cheviot, Ohio.

P. C. HILL.

The needs of the country schools of Ohio seem to me to be the following :

- I. Better organization.
- II. Intelligent oversight and direction.
- III. Better teachers.

That a different and more systematic organization is needed appears from the following analysis :

1. The functions of the two controlling boards—the sub-district board and the township board, are neither clearly defined nor definable: (a) In the employment of a teacher, (b) In the erection of school houses, (c) In fixing the salary, (d) In securing uniformity of textbooks and methods.

2. The sub-district board is oftentimes negligent or incompetent, or both, as shown by the facts: (a) That they never visit the schools

to observe the workings, (b) That they frequently oppose wise methods, (c) That, as shown by authentic records, many directors are very deficient in the rudiments of a common school education.

3. There is little or no uniformity of text-books, organization or methods, as shown by the facts: (a) That country and village schools, schools in the same county, and even in the same township, have different series of books, causing a great and needless expense to many patrons, (b) That each teacher has his own plan of organizing, method of instructing, and end to be attained. The first great need of the Ohio country schools is, therefore, a better organization.

That intelligent oversight and direction are needed will appear from the following:

1. That incompetency may be discovered and efficiency recognized.
2. That the immediate needs of each individual school may be known and supplied.
3. That good teachers may have a longer tenure of office.
4. That the aims of the country school may be unified, courses of study put into operation, and proper records kept.
5. That *useless* reviews may be avoided and the pupil's work given an onward rather than a rotary tendency.

Two long steps towards securing the third thing needful, better teachers, will have been taken when the first two conditions of better organization and intelligent oversight have been supplied. As is the teacher so is the school. That better teachers are needed does not admit of argument. The large per cent. of rejections, the large number of those *contented* with a fifth grade certificate, the fewness of first grade certificates, the inexperience of the large number of country teachers, attest the character of the work done in the largest number of country schools. That better organization and intelligent superintendence would bring better teachers appears, so it seems to me, from these considerations:

1. There would be more probability of good teachers being employed at living wages.
2. Competent teachers would be continued longer in office.
3. A thorough classification, systematic course of study, definite aim, and carefully kept record of attainments, would greatly improve the conditions for good work.
4. Inexperienced but naturally capable teachers would have that encouragement and wise counsel which they so much need.
5. Incompetent teachers would be discovered and licenses withheld.

6. An additional motive to excel would be furnished both teacher and pupil.

How are these results to be secured? The township system, with its central high school and tributary primary and grammar schools, seems the most satisfactory answer to this question. Parents are recognizing more and more the value of high school education for their sons and daughters. They are sending them to the towns and villages to be educated. Why not keep their money and children at home, and so reorganize the country schools as to give the children the same advantages there? Make the principal of the township high school the head of all the schools in the township, create a county superintendent, and enlarge the duties of the school commissioner into those of state superintendent, and the question of oversight is settled.

Wherever the township system has been tried it has proven a complete success. Twenty-five States and seven territories attest the practical value of county superintendency. State superintendency is an established fact in almost every progressive State in the Union. A late Ohio commissioner of schools said: "A combined and continuous effort to impress wise conclusions on the practical mind of the community is wanting." Let the teachers of Ohio make this effort and its success will prove the wisdom of their convictions.

Ithica, Mich.

J. N. McCALL.

What I have to say upon this subject will have special reference to the schools of Lorain county. A few schools are taught by experienced teachers who remain in the same district several terms. In such schools good work is done. But these are exceptions to the rule.

Many sub-districts have but few pupils. The directors do not think it necessary to pay a large salary to a teacher who has from *one* to *ten* children in her school. They engage a teacher for the lowest salary possible, without reference to her experience or to the kind of certificate she holds. The directors in an adjoining district think they ought to secure a teacher for as small a sum as their neighbors, and they engage a teacher at a low salary, although their school is much larger. This course has a tendency to place young and inefficient persons in charge of our schools. This results in a want of interest on the part of the pupils, and little good is accomplished.

One serious difficulty, then, is the falling off in population in the rural districts of Northern Ohio. I know one school where the teacher had but one pupil for many days last summer, and that pupil

was her little sister, who was scarcely six years old. The one way to obviate this is by consolidation of sub districts. This is open to the objection that pupils would then have too far to walk. Were the schools of a township all located at the center of the township, and some means provided for gathering the children and taking them to school in the morning, and taking them home in the evening, there would be a wonderful improvement in the schools, and a great saving of money.

The schools of every township need a regular course of study and a board of education alive to the interests of the schools, elected from the township at large, or one member from each sub-district, which shall have the power to conduct the schools without reference to any other body of men.

Such a board of education would employ better teachers, keep them longer, and assign them with reference to the condition of the school and the experience of the teacher. This board would also avail themselves of the privilege of employing a superintendent to see that their plans for the improvement of the schools are executed.

Perhaps the most imperative need of these schools is a thorough awakening on the part of the citizens to the important fact that their children are receiving educational training far inferior to that which might be furnished for less money, under a single-headed system, in place of the present double-headed, or no-headed system of the rural schools.

H. M. PARKER.

Elyria, Ohio.

The following truths relative to schools seem to have been clearly demonstrated :

- I. Schools do the most and best work under skilled supervision.
- II. As in large manufactories supervision is necessary to systematize work and to distribute responsibility, so in school work there should be some head to direct, to test, to plan, to place responsibility, and to hold responsible.
- III. States which have county supervision show us the fruit thereof in schools pursuing the same course of study, uniformity in text-books, and a feeling of responsibility for faithful service on the part of teachers. To this may be added the fact that essential school appliances are found in schools which fall under the eye of a supervisor; while many schools without supervision are carried on through the year with the discomfort of cold, with poor ventilation, and an utter lack of useful appliances, such as maps, blackboards, dictionaries, and

many other minor appliances that should be in every well regulated school.

IV. A township supervisor of schools comes into closer contact with teachers and schools than a county supervisor, and consequently, can make himself felt more than one who can visit but seldom. In every township there are excellent teachers who are qualified to superintend. The best teacher in a township can carry on his own school, and at the same time mould all the other schools up to his own standard. Give him such authority, and his fellow teachers will feel under obligation to act in accordance with his views and plans. He can thus grade his schools, and unify and systematize, until they compare well, in all essential features, with the graded schools of large towns.

The township supervisors can meet from time to time, and agree upon a system to be adopted throughout the county, and thus the most healthful county supervision can be established and maintained.

It is my belief that the rural schools of Ohio would be benefitted more by township supervision than by anything else that could be secured to them through legislation.

A skilled miner for mines; a skilled machinist for the shops; a skilled artist for the studio; a skilled teacher for the supervision of rural schools.

WILLIAM RICHARDSON.

Sedalia, Mo.

The graded schools of Ohio are equal to any in the country—I once would have said equal to any in the world, but since the New Orleans Exposition I have doubts. Do the schools of the rural districts stand as well relatively before the country? I fear not. It is not in reason that they should. Whatever their deficiencies, they should be charged almost altogether to a lack of proper legislation. No one of the old free States has done so little in this direction as ours. And this is a fact that should be stated with great directness, for our legislators believe directly the contrary. Of system for this class of schools, in any proper sense of the word, we have none. The fault is not with the people, for when they have been afforded the opportunity, they have always shown a liberal spirit in all things pertaining to their schools. As for the teachers, their enthusiasm and devotion have been beyond praise—an enthusiasm and devotion sufficient to accomplish anything but the impossible.

The country schools need (1) to fix upon the township as the unit in the State system; (2) efficient supervision; and (3) State normal

schools to furnish qualified teachers. These three would work together in the direction of unity of educational effort.

The manner by which the members of the township board shall be elected is not essential ; but it is highly important that the plan for the election shall be such that good men shall be got into the places. As the township unit involves the wiping out entirely of sub-districts with all their annoying entanglements and hindrances, this election must be on a general ticket, so far as educational interests are concerned at least. That the number of members should be small would also seem to be a wise provision.

A decision of the question whether the supervision should be township or county is not essential, so far as the present discussion is concerned. Township supervision will require no additional legislation to set it in operation ; and the gratifying success that is attending the experiments now making in it, fully warrants the strenuous efforts of our School Commissioner to extend the scheme. County boards of education and county supervision are likely, in time, to follow, as a natural outgrowth and fitting supplement of the township board and of township supervision. It seems likewise highly probable that township high schools, institutions most essential to the elevation of the educational standard in country schools,—are likely to grow out of unified township boards and of township supervision. Finally, out of the two would grow a better grading of schools with systematic courses of study fitted to their wants.

But the most pressing want of the rural schools I reserve to be mentioned last, and that is that the educators of the State shall unite on one measure, and push that measure with all the might there is in them.

JOHN HANCOCK.

Chillicothe, Ohio.

The country schools of Warren County are in as good condition as those in any other county of Ohio. In many districts, substantial and elegant brick buildings have taken the place of the square white wooden structures that succeeded the round log school-houses of the pioneers. Their morning bells call the farmers' sons and daughters to rooms furnished with the best single seats in the market ; on the neatly papered walls hang the freshest maps and charts ; and in many respects they rival, and in some excel, the school-buildings of the villages. The teachers of these schools are scholarly and earnest, and have a fair share of professional spirit. These schools are not second to any other country schools in Ohio ; but they are inferior to the best village schools. What are their needs ?

1. They need the opportunities of the village schools under the law. Forty years ago, the cities and villages had the authority of law to vacate their sub-districts and form union districts, and at once all over Ohio, union districts and union schools were organized. The first and greatest need of the country schools, then, is opportunity. They have been handicapped in the race. Let the sub-districts, and special districts outside of city and village limits, be vacated by law, by repealing the acts under which such schools were created; and let all of the township outside of city and village limits form the township district, with one board of education chosen by general ticket. The present township-and-sub-district system is so defective, so cumbersome, that under it the best results cannot be attained.

2. There should be a definite course of study in these schools. The pupils and teachers should work with a purpose, a well defined object being in view. The pupils in every grade of the village schools know they are working to complete a particular study, and are stimulated by the hope of advancement to the highest department. The pupils in the country schools miss this stimulus, and are often possessed by a lethargy that cannot be described or removed.

3. Good teachers in these schools should receive good pay, that they may be retained to do better work. The city and village schools of Ohio pay their teachers of the common or "primary" grades salaries ranging from \$500 to \$1,000, and to principals of such schools salaries from \$1,000 to \$2,000. A majority of all these teachers has been gleaned from the townships which do not pay enough to retain their best teachers. In this county of Warren, salaries of \$3 and \$4 a day have been paid in sub-districts for the best teachers, within the last ten years. But this rate of payment was not maintained, and these good teachers went to the villages which were willing to pay a liberal school tax in order to have a good school.

4. These schools need and must have supervision. In no private enterprise is such neglect manifest as is seen in the maintenance of the country schools. It is often the case that no two schools in the township are taught the same subjects of study. One teacher pushes penmanship, another rides a mathematical hobby, a third is devoted to the outside of some science, and so on to the end of the list. These teachers are responsible to no professional inspector—in fact, these schools never have been inspected, and, without inspection and authoritative supervision, cannot have a good product.

Grant but the first of these four wants, and the other three will surely be attained, as they have been in the villages, without the mandate of the statute.

J. F. LUKENS.

Lebanon, Ohio.

First among the needs of our rural schools is greater liberty, not license nor neglect, but liberty secured by law. That is not a state of freedom where the sub-district is held in subjection either to the tyranny of the chronic grumbler or to the spirit of ultra-conservatism. The boasted home-rule of our sub-districts too often degenerates into base subjection to the loudest brawler. In such a case the teacher is almost powerless to begin any reform, much as it may be needed. A recent occurrence in Blank County illustrates my meaning. An active, enthusiastic teacher wishing to train her pupils to read and speak readily in public as well as to transact the business of a public meeting in an orderly manner, devotes an hour each week to literary exercises in which the pupils take their turn as officers. This pleasant little variation from the daily routine does not seem to be "fraught with danger to the republic," yet two or three patrons (?) make bitter complaints and even threats because the directors do not put a stop to such innovations.

The township as an educational unit is small enough to respond readily to the wish of the majority when real abuses need correction; it is also large enough to give steadiness of government and a fair trial of reforms. In a majority of sub-districts all true progress is checked by the frequent changes of teachers. A new teacher can make no considerable reforms in three months, even if he has had thorough training for the work. If, as is too often the case, he goes into the school without any previous preparation he can do nothing more than adhere steadfastly to the traditions of the district, "serve out his time," as they say of a convict, and leave the place to one of equal experience. A well organized township district would have a tendency to remedy this evil; the good teacher would be kept long enough to know his ground, and then he would be encouraged in the necessary work of reform. Such a system would ensure a survival of the best and not merely of the fittest. As it now is, too many active young men who give promise of becoming the best teachers grow tired of moving three or four times a year and so quit the business or seek employment in a graded school.

Yet the clouds are broken by some rays of light. Within the last twenty years there has been a very general improvement in school-houses and furniture, and, in many places, some progress in the schools themselves. We now need a closer union in order to hold the ground already gained, and prepare for more rapid advances.

In my opinion, no other single measure can do so much to remove ignorance and petty tyranny, and replace them with law guided by intelligence as the formation of township districts.

Marietta, Ohio.

MARTIN R. ANDREWS.

The schools of Beaver Creek Township, up to the close of the school year ending May, '83, showed—

1. Poor attendance of scholars of school age.
2. No particular plan or course for pupils or teacher to pursue.
3. No definite purpose or aim for pupil in his work.
4. No accurate knowledge, by school board, of either the kind or amount of work done.

In short, the schools showed a lack of information and useful discipline; a different standard of excellence for each school; gross neglect in some places; children kept at home with no reasonable excuse; other children poorly provided with or without text-books; studies selected to suit the whim of pupil or parent, with no regard to educational value; classes formed promiscuously, and pupils suffered to wander on aimlessly; continuous studying over and over of the same branch; great variety of text-books; slipshod work and poor results in general, and in no school the results bearing a proper ratio to the amount of money expended.

These and other facts determined the township board to attempt

A REMEDY.

1. An "outline of studies" formulated and adopted.
2. A township superintendent (the natural sequence) elected to assist in carrying out the course of studies and remedy defects in general.

SOME OF THE RESULTS.

1. Increased attendance. In the two years of supervision, the average daily attendance has increased 90 pupils, as shown by the township clerk's report to the county auditor. The former size of each school, in average daily attendance, was $20\frac{1}{2}$ pupils.

2. Better classification of scholars, and pupils examined and advanced, step by step, regularly. In addition to this better classification, there has been an increase in number of pupils studying the various branches, as follows: Alphabet, 14; spelling, 69; reading, 64; writing, 80; arithmetic, 81; geography, 84; oral lessons, 206; composition, 119; U. S. History, 13. There was a decrease of 16 in English grammar, but this was more than offset by oral lessons. The pupil's impracticable whims about what he does or does not want to study, and which he says "*My parents said I might or I shouldn't study,*" are not humored to the detriment of that particular pupil, and the whole school as well. Pupil and parent both soon learn that the teacher's word is entitled to respect, the teacher being supported by the superintendent, the superintendent by the township board, and the township board by the law. Hence,

3. Better government. Better discipline actually accompanying better classification and more practical instruction.

In short, supervision has, along with the adopted course of study, greatly *unified* the schools of the township and *systematized* the work. It has given both teachers and scholars *incentive* and *aim*. They now know they are in competition with teachers and scholars of the whole township, and they *feel* it as well, and hence *more* work, *better* and *more careful work*, and *increased interest*. (The increased average daily attendance is largely due to this increased interest.)

What the law says school boards *shall* do, in the way of adopting text-books and placing them in the schools, is now not *partly*, but *wholly* and *rightly* done; and thus, text-books have been unified, and the cry of parents against the buying of so many books because of frequent changes, silenced. The poor man with a large family who now moves from one sub-district into any other in the township, always finds the very same classes and the very same text-books for his children.

The wants of the indigent pupils have been found out and rightly supplied. Teacher's meetings have been held and the best methods of the very best teachers in the township brought within the reach of every pupil.

The township board has received the only full showing of the actual condition of each school that it ever had. The actual standing and qualifications of each teacher are made known, and the fallacy revealed of either hiring a teacher simply because he will teach for low wages, or of thinking that the old cry is true, "pay better wages and you'll get better teachers."

The inexperienced teacher is not always a poor one, neither is the one who asks for high wages always an experienced teacher, or a good one.

It has awakened agitation and met opposition. The agitation has been wholesome and productive of good to our schools and school interests. The opposition is steadily diminishing. There are none who favored the work at the first who do not favor it still, but there are many who bitterly opposed it at first who are now its ardent supporters. Of the teachers of the township, 13 out of the 15 employed last year gave me letters of endorsement.

The success of the movement is beyond our anticipations, but the best results of such a system (or in fact of the common school system as it is) can hardly be realized under existing statutes.

HORACE ANKENEY.

Alpha, Beaver Creek Township, Green Co., O.

There was a time when each school district in Ohio had a valuable library, furnished by the State, and many of the sub-districts even had maps, globes, and other apparatus; but there were too many teachers who could keep school without such appliances. The boys played foot-ball with the globes, and the volumes of the library were scattered and lost. And this reckless waste has had its counterpart in nearly everything else pertaining to the management of our country schools—waste of money, waste of time, and waste of effort, without aim or plan.

Every business man knows what waste attends the employment of unskilled and undirected labor. No business enterprise requiring the employment of labor can be safely left without supervision. Some one is needed to give constant attention to the smallest details, the trifles that make perfection. No farmer, manufacturer, or merchant, employing even but two or three men, would think of leaving them without oversight or direction. Yet the State of Ohio employs in her country schools eighteen thousand teachers, a majority of whom are young and inexperienced, and commits to them the instruction and training of nearly half a million of youth, without anything deserving the name of supervision. Why is this, and how long must it continue?

Here and there, earnest teachers are doing good work in the country schools. Six years ago, two experienced teachers went as perfect strangers into the township of B——, where graded schools were entirely unknown, and began their work. In two years there was a township high school with its course of study and its growing library, and a little later, its graduating class. The principal was appointed librarian; the skeleton of the Ohio school library was gathered together; the board of education added books of reference; the citizens contributed money; and the dramatic club remembered the school library to the extent of fifty dollars more. The teachers had their township institute, the pupils their literary society, and the citizens their lecture course. All this came of the energy and persistence of the two country teachers. The MONTHLY says truly that the country teachers of Ohio have it in their power to double the efficiency of the country schools.

The township of N—— started a high school three years ago. It had a precarious existence for the first year. A change of teachers made the next two years much more successful, and the fourth year starts under very favorable conditions. The principal has been made township librarian, and the fragments of the old libraries are coming together. Twenty valuable volumes found their way back in the first

ten days, after wandering for fifteen years, and the board has just added a cyclopedia and other books of reference.

The townships are falling into line; one after another, they are finding the better way. May the day soon come when every township in Ohio shall constitute a well organized school district, under one board of education, with its high school, its graded course of study, and a corps of trained teachers under the general supervision of an efficient principal. Fellow teachers, prepare for it; the day is coming.

J. R. DAVIS.

Norton Center, Ohio.

CORPORAL PUNISHMENT.

BY I. M. CLEMENS.

Superintendent James's paper in the October number of the MONTHLY is, it seems to me, a little radical.

Can it be possible that those of us who, in the old log school-house, received our flogging almost daily, are less honest, less truthful, less moral than we would have been had the rod never been used upon us? Is it certain that the boys in our schools now, on whom the rod is never used, will become better men than their fathers?

If, indeed, "moral suasion" is the only instrument that the *teacher* needs to control her school, would it not be well for parents, Sunday school teachers, and even preachers, to learn the secret of its power? Hitherto its power has been unavailing, except in a limited degree, for notwithstanding the efforts that have been made to christianize the world, only a small portion of most communities can be said to be even *moral*.

Is it true, then, that a teacher in a public school can exert a greater moral or religious influence over the child than the preacher or the parent can in their legitimate spheres? It may be possible that truthfulness, love of the beautiful, and other virtues cannot be "whipped into a child," but it is also quite possible that the judicious use of the rod, or other proper form of punishment, may restrain him from the practice of the corresponding vices.

Not many children can be found who always do right, but multitudes can be found who do wrong almost continually, if not restrained; hence it is a rare thing to find a school in which some sort of punishment is not, at times, a necessity. If this be true it is a pertinent question to ask, what kind of punishment shall take the place of

the rod? I shall not attempt to answer this question, but will refer to some modes of punishment I have seen used, which in my judgment were more hurtful than the rod would have been.

Not long ago, I visited an A Grammar school in a neighboring city. When I entered the room the teacher gave me a seat and continued the recitation. A boy who sat in front of me left his seat and handed me his book. I took it and acknowledged his politeness as well as I could. He returned to his seat and showed his interest in the recitation by turning around and looking on with the boy next behind him. This I suppose was forbidden, for the moment the teacher noticed his position she turned upon him and said, "John, are you not *gentleman* enough to take a proper position at your desk in the presence of strangers?"

That was the cruelest punishment I ever saw inflicted upon a child in school. If the boy had violated a rule of the school, and deserved punishment, sarcasm was not the proper weapon. A moderate use of the rod in private would not have been half so hurtful. The boy did not deserve punishment at all, not even a reprimand. The case shows, however, the means that teacher used to control her school.

Shaking and cuffing are common forms of punishment where *corporal* punishment is forbidden. Pupils are made to stand in a corner of the room, to sit on the floor, or to stay in at recess, as punishment for wrong doing. On the other hand, instead of using any kind of punishment many teachers coax, flatter, hire, or frighten children to do what they want them to do. Only evil can come from such modes of dealing with children.

There are very few teachers who can govern a school of 40 or 50 boys and girls, coming as they do from the streets, from all sorts of homes, with all sorts of dispositions and habits, without the use of some physical force. Its use may not, ought not, to be frequent, but it must be known to be in reserve. It is far better for the children, that the rod, or other proper instrument of punishment, should be used, than that school should become demoralized by the failure of the teacher to maintain her authority in other ways; so also is it better to use the rod than to coax, to deceive, to do that which will lead to the formation of wrong habits of thought and action.

I do not defend the indiscriminate, nor even the frequent use of the rod, but I do defend the judicious use of it in place of the many vicious and cowardly substitutes now so commonly used. It is the same sort of sentimentality which is seeking to banish all sorts of punishment from the government of children, that carries sweetmeats and other dainties to the cells of notorious criminals, and that showers

smiles and flowers upon the culprit at the bar of justice, while the victims of these heartless wretches are scarcely thought of.

It is no kindness to a boy to let him do as he pleases, unless he pleases to do right. It is not the way to make good citizens. There is no doubt but that the responsibility for thousands of wrecked lives lies at the door of the home and the school, and has its explanation in the fact that parent and teacher failed to restrain the evil tendencies of the child. They have suffered the child to form habits of wrong-doing rather than use the force necessary to check him in his downward course. The example of the Great Teacher is a safe one to follow.

A PERTINENT QUESTION.

BY L. R. KLEMM, PH. D., SUPT. OF PUBLIC SCHOOLS, HAMILTON, O.

Why is it that native Americans, as well as Englishmen, find it so extremely difficult to acquire another language? I do not mean learning to handle a few words or phrases, such as: "*Je ne le sais pas*," "*bon jour*," "*ausgespielt*," "*wiegeht's*?" or "*nix kumm 'raus*," and the like, but really to acquire thorough knowledge of another language, body and soul, idiom and all, and use it conveniently in rapid conversation. Why is it? Some have said, the tendency to "show and glittering results" prevent the American people from employing the necessary hard labor and study which are requisites of linguistic study. But I do not believe this, for in other directions the mixture of the Anglo-Saxon and the Norman races shows a zeal and perseverance that far outshine those of other nations.

Why is it, on the other hand, that the Russians, in fact all Slavic races, of whom we know that they lack the culture, refinement, and high degree of intelligence which adorn the Germanic and Romanic races—why is it that they of all European nations learn other idioms most easily, nay with fabulous ease and accuracy? Why is it that the Germans, second in rank, have such a prominent linguistic talent?

There have been scores of answers to this question, one even more absurd than the other. I will not repeat them; the reader might think me playing jokes on him. The answer I wish to give, I believe, comes nearer the truth than most others that I have heard. It was suggested to me by a gentleman who is in the enviable possession of seven languages, all of which he speaks with ease and accuracy. It is this:

Every one whose mother tongue is difficult to learn and to use, on account of its wealth of forms, that is of different forms of inflection, and for other reasons, will necessarily acquire a linguistic training in early youth which will enable him to grasp other idioms without great effort. Let us briefly consider a few points: Pronunciation, syntax and inflection. Slavic languages have sounds and combinations of sounds, that make Englishmen and native Americans fairly quiver, when hearing them pronounced. If the latter be called upon to repeat a Russian, Bohemian, or Magyar sentence, he simply deems it an outrage to his smooth and well polished English tongue. I have particular reference to the consonants of these languages. People like the Russians find little difficulty in pronouncing the comparatively easy consonants of the English language, save the slippery *th*, which is too much for a Russian. On the other hand the Russians find it difficult to pronounce the English vowels. For English is very rich in vowels. Where other languages have but one *a*, and only varying it in length, the English language has as many as seven, and so on with the remainder. How much influence this fact has upon an American in learning German you can observe by his pronunciation of a word like "danke." By some mysterious process it becomes "donkey." As we know of people who are color-blind, I think there must be people who are deaf to certain sounds.

Take the easy English syntax: Why you may begin a sentence in English, and hardly know how to construct it to give full expression to your thought, you may be sure you'll reach the end conveniently without being obliged to repeat parts of it. This is chiefly due to the most excellent rule: Place the verb as near the subject as you can. A rule of which almost the opposite is true in German. Here is an example. While in English you say: "Mrs. Hall would be pleased to see Mr. York at her residence to-morrow afternoon, if possible immediately after services," this would have to be rendered in German construction: "Mrs. Hall would be pleased Mr. York to-morrow afternoon at her residence if possible after services to see." And this is not a very complex example.

You will easily see how much more complicated the arrangement of the members of a sentence must be in consequence of this requirement. In case a compound tense is used, the participle or infinitive must come last in the sentence. It necessitates that the speaker must think the whole sentence over before he begins it; or if he begins it before it is completely developed in his mind, he must bear in mind the detached part of his verb, and utter it, when its time comes. In English you may well afford to begin expressing your sentence before

you have fully developed it. It is like putting up a frame building ; first put up your frame, then clapboards, siding, etc. First put up subject and predicate, the main elements of a sentence, and then attach as many phrases and clauses, for ornament's sake, as you like.

This makes speaking easy, and this, too, is one reason why England and America have so many world-renowned orators. Now it has been alleged that what is said in such a convenient language could not be so profound as that which had to struggle hard to come to light. We find this to be untrue, if we consider the well-known fact, that one of the few creative geniuses of the world, perhaps the greatest of all, Shakspeare, spoke no other language than his exquisite, home-spun English.

But the convenience the English language affords will unquestionably be the reason of its spreading over more and more ground, and in some future time becoming *the* language of the globe. The very qualities which the philologist of to-day may consider defects, will prove to be advantages over all other languages.

If English could only be freed of its outrageous orthography. Almost everything else in English is easy, and this very fact proves my argument to be correct. For the German, even if he be a thorough scholar, will find English spelling a stumbling-block. The Englishman and native American, on the other hand, will ever find German spelling of trifling difficulty, for the Germans write, with a few insignificant exceptions, what they pronounce. German is very nearly a phonic language.

The most important branch of German grammar, however, is not pronunciation, nor is it orthography, nor even syntax. It is etymology, or, as I will term it here, inflection. This is really the stumbling block, not only of non-German speaking students, but even of the Germans themselves. While there are in thousands of nouns in German four distinct cases, expressed by a shading of the word in each particular case, there are no cases at all in the English nouns, for the possessive "s" is cunningly separated from the word by an apostrophe. You say "the man, of the man, to the man, and the man"—it remains *man* in whatever case you may use it; while in German it is "*der mann, des mannes, dem manne, den mann, die maenner, der maenner, den maennern, die maenner.*"

Furthermore, in German not only nouns are declined, but adjectives, every imaginable kind of pronouns, articles, nay even some numerals. In English all these things are more or less omitted. Did you ever think of how difficult it would be, if in English you had to vary the forms of the adjective before the noun? I could easily im-

agine your disgust, if you had to do it. Let us try it just once. You had to drink *coldes water*, to bathe in *coldem water*, to admire the freshness of *colden water*, and admit that *coldes water* is the best beverage.

Or suppose, you were obliged, in speaking English, to decline all the pronominal adjectives. You would have to have as many forms of the possessive pronouns, as the Germans, namely 32, where now you have eight. Or think for a moment of the chaos which the chapter of gender affords the observing eye; a chapter which is the most unruly you can think of. Thank your stars that you have nothing to compare with it.

Or, please, imagine for a moment, you were to follow up the German conjugation to its fullest extent. Suppose that you would have to say, in conjugating "may," for instance, "I may, I might, I have might, I had might, I shall may, I shall have might." And now the subjunctive; "I maye, I mighte, I may have might, I might have might, I shall maye, I shall have mighte." This, of course, is all conjecture. Don't you think you have every reason to be thankful for not being obliged to do so? German etymology alone is enough to frighten the adult student from studying it.

Whether it is preferable to have so many different forms for one word; whether this will promote thinking, I will leave out of consideration here. But it is a fact, that a great deal of talent, skill, study, and exercise is needed to master all these many difficulties. The child, whose mother tongue is so difficult, as I have stated, trains its mental faculties, or rather its linguistic faculties, by trying to master these difficulties.

I am inclined to think that this struggling with the language is helping the mind in its development wonderfully. But this assistance is denied the English speaking child. It grows up, stringing its words together like beads, or rather, building its sentences of unhewn stones, which (strangely enough) always fit, while the German speaking child is obliged to hew and fit the blocks before using them.

It is unquestionable that linguistic talent is not developed where it is not exercised. We need not go to Darwin to hear that a talent, once strongly expressed in a minority of the race, seems to grow, till in the course of several centuries, it becomes at last a striking feature of the nation. Nay, in our own families we can remember incidents that bear witness to the truth of this natural law.

In short, whoever has a difficult, finely organized mother tongue, and *has been successful in mastering it*, will find it costs him almost no effort to learn another idiom, and even two or three; and wherever the mother tongue flatly denies early linguistic training, there the

learning of another idiom is (especially in later years) a task beyond the strength of the one who undertakes to perform it. Do you know of a grown person who learned a second language after his 25th year of age? He may have learned a little of it, but he certainly did not master it.

It is not my intention to annoy the reader with many conclusions, that may be drawn from these statements; only this one: If children of English speaking parents are to study German, let them begin when young.

I might stop here, but it occurred to me, you might probably ask: If the Germans are really such a linguistic people, why is it, that so many Germans in this country will, for instance, ask you to take a seat *on* the fire; or tell you it is 5 minutes *behind* 12 o'clock; or assert that one thing is quite "extinct" from another; or pronounce the smooth and beautiful "th" as harsh as a "tt"?

There are two answers to this query: (1). They began too late after the organs of speech had lost their pliability; after the mind had developed so many other talents, that the linguistic germ had been stifled; after their memory had grown strong in retaining other matters, and had become unfit for retaining linguistic matter. (2). They are not successful in learning English, because they never mastered their own (German) language. I have tried to demonstrate how enormous the number of difficulties that are to be surmounted. They come with no other instruction than that which a village or country school can afford them, and speak their simple and uninflected dialect, instead of the finely organized High-German of the educated classes of society. The German who never mastered his own language fully, of course, must be left out of consideration.

TEACHING A PROFESSION.

BY C. M. DES ISLETS, PH. D.

There are in the United States, over 400,000 teachers in the public schools, of all grades, to say nothing of the thousands engaged in the higher schools and colleges under control of the churches and other bodies. There are millions of children and youth receiving the tuition of these teachers, and the money expended in their support is almost beyond enumeration when lumped into one sum. And yet, the school question is one that receives little attention in other than educational journals.

There is a profession of law, of theology, of medicine ; is there a profession of teaching ? The skillful practice of any art is toward a profession ; is there an art of teaching ? Let us see.

There is a widespread public sentiment that there is no profession of teaching ; a tradition has been handed down from generation to generation, and is at full tide to-day, that any one who has been educated can teach. There is an impression that there is no art of teaching ; that there are no principles underlying the practice of teaching, and hence, that there is no profession of teaching, and that no specific preparation is necessary.

I freely confess there is some ground for this general opinion. For of the 400,000 teachers in the public schools, barely one-tenth have pursued a course of normal instruction ; and of the remainder, some have gained something by practice in the school-room ; but the majority have gained little, except the crystalization of a few, narrow, egotistical, empirical methods which they ply term after term. Never having walked the fertile fields where the true teacher culls his clearest ideas, they sneer at every attempt made to formulate the principles of teaching into a science.

Nor is the situation in our higher schools and colleges much better. We cannot but look with painful interest at some of the colleges established within the past three years in the active, growing, exacting West. How often is it that men are selected to fill the several departments, not because they were practical teachers, but for some other reasons ! There is a young school planted in a locality of unspeakable promise, a very garden, of possibilities almost transcending the imagination. The acres, inexhaustible, are being rapidly settled and doubling in value every few years. The people thrifty, frugal and energetic, are keen and intelligent and alive to the most exacting demands of a practical age. The school that you establish in their midst will have to stand on its merits and must be up to the demands of the times in order to succeed. And yet, it is given over in charge of a man who has been a settled pastor for more than forty years ! One who has grown old in an entirely different calling ; whose modes of thought, sympathies, tastes, and aptitudes have become set in an entirely different mould, and who, besides, is utterly unfitted to adapt himself to the new requirements of such a situation, so different from anything that he has seen. In a word, all this teaching is put into the hands of one who cannot teach, because he does not know how. I am not affirming that teaching is a more honorable work than preaching. I only say that they are different works, and that success in one is no guarantee of success in the other. Because a man can preach, it by no

means follows that he can teach ; indeed, it is seldom the case, for one to some extent unfits for the other, as every competent teacher very well knows. Teaching is not talking, as will appear further on. So then in the realm of higher education also, we find the same general opinion that "every one who has been educated can teach."

And yet, we can discern some encouraging signs in the horizon. At our educational centers, the opinion is gaining ground that education rests upon a scientific basis, and that, if there is not, there ought to be, a profession of teaching. The number of normal schools is increasing, and the attendance becoming larger every year. Colleges and universities have established chairs of pedagogics more or less successfully operated. Normal institutes and teachers' associations are multiplying in number and interest ; school officers, too, are awaking and demanding that those seeking to be appointed as teachers shall first have learned how to teach. In a future paper I shall show that teaching is a science with clearly defined laws and well authenticated methods that cannot be ignored without injury or failure.—*Interior.*

NOTES AND QUERIES.

A GRAMMATICAL DILEMMA.

Friend Findley :—Will you kindly ask some one of your older readers to assist a young teacher (of only twenty-two years' experience) out of a grammatical trouble ?

"The subject of a proposition is that of which something is affirmed."
—*Harvey.*

Ex. : The horse kicked the boy.

Teacher.—Of what is something affirmed ?

Pupil.—Something is affirmed of the boy.

Teacher.—(Slightly disturbed.) What is affirmed of the boy ?

Pupil.—(Positively.) It is affirmed of him that the horse kicked him.

* * * * *

How shall the teacher, who reverences authority, convince the pupil who is ignorantly logical, that there is not anything affirmed of the boy ? Failing to convince him, how shall the teacher enable the pupil to determine the subject of that proposition ? H.

Who will come to the relief of this young teacher ?—*Ed.*

HOW THEY DO IT IN INDIANA.

OSSIAN, IND., Oct. 8, 1885.

Editor Monthly :—Enclosed find postal note for \$1.50. I must have the MONTHLY if I am working in another State. Perhaps a short ex-

planation of the Indiana school system may be of interest to some of your readers. Each county has a superintendent, whose duty it is to examine teachers, which he does the last Saturday of each month—the State Board furnishing the questions to all counties alike on same day. He visits schools, has the management of the county institute, and performs other minor duties. There is no examination fee. The State provides a book for the applicant to write his answers in—no oral examinations. Each township has its trustee who engages the teachers for all the schools of the township. He is sole manager of school affairs in the township. The trustees of the county constitute the county board of education, which adopts a course of study and text-books for the common schools. The county board elects the county superintendent bi-ennially. His salary is \$4 per day for actual service. The trustee does the work of the township board in Ohio. He learns who the best teachers are and selects for a school as he thinks advisable. Pupils completing the common school course can attend the central high school. When the teacher engages with the trustee, a contract is signed, and among other things the teacher agrees to attend the township institute at each session, or forfeit a day's wages. The teacher of the high school is appointed township principal, to have full control. The State Board prepares an outline of work for six months, commencing with October.

This is the second year of the Indiana Teachers' Reading Circle. The last hour of the township institute is devoted to the reading circle work. The first year's work is as follows: "Brooks's Mental Science," to page 319; first half year, "Hewitt's Pedagogy," last half, "Modern History," in Barnes's General History, to page 421; also Smith's Studies in English Literature.

My position is that of township principal, so I have the whole work on my hands.

Very truly,

B. F. REMINGTON.

ANSWERS.

Q. 4, p. 462.—Rule to find day of week for any given date: Set down the year given less 1; divide by 4, disregarding the remainder, if any; add also the number of days from January 1 to the given date; divide by 7, and if 0 remains, Sunday is the day; if 1, Monday; if 2, Tuesday, etc. Will any of the readers of the MONTHLY show why such should be the case? Example: July 5, 1810 was what day of the week?

1809, year less 1.

452, divide by 4.

186, days from January 1 to July 5

7)2447

349—4. Hence, Thursday was July 5.

Mt. Zion, O.

W. H. GREGG.

Q. 1, p. 508.—That some persons are "right-handed," others "left-handed," and others still, "ambidextrous," is, in my opinion, due to the fact that the "Ductus Arteriosus" empties its contents (impure blood in the foetal circulation), into the aorta at different points, in different subjects, in relation to the origin of the left subclavian artery which supplies the left arm. "Doctors differ," but further proof or explanation can be given if required. Consult Gray's Anatomy.

N. P. DAVIDSON.

It is the result of habit. The habit of using the right or left hand is acquired at a very early age, and that one is used in all things requiring but one hand, thus giving it much more exercise, which causes the bones to become firm and the muscles full and healthy. A left-handed person has more strength and skill in his left than right hand.

M. V.

Theta says it is the result of habit. J. F. A. thinks it is a natural tendency strengthened by habit. The question is one that has been much discussed among anatomists. In Bell's *Bridgewater Treatise*, it is maintained that it is a natural provision extending to the whole right side of the body and not depending on any peculiar distribution of the arteries of the arm. It applies to the right foot as well as to the right hand.—Ed.

Q. 2, p. 508.—Because "the native flowers have no fragrance, the birds do not sing, there are black swans, white eagles, pears with the stem at the larger end, trees that shed bark instead of leaves, and bees that do not sting. In nearly every thing it is different from other countries." The leaves of the trees are said to be vertical instead of horizontal, and therefore cast little or no shadow.

N. P. DAVIDSON.

To the same effect, J. W. J. and James Busick. The latter describes at length the peculiarities of Australian plants and animals which have given rise to the term "land of inverted orders."—Ed.

Q. 3, p. 508.—Yes; but such experiments should occupy only a few minutes each day, and should be performed skillfully.

E. S. L.

I think there can be but one answer. Nothing will serve better to lead pupils out beyond the schoolhouse, or to awaken an interest in the school itself. A simple experiment or two in connection with morning exercises is one of the best preventives of tardiness and absence.

E. H. S.

To the same effect, N. P. D., J. F. A., and *Theta*.

Q. 4, p. 508—Calisthenic exercises break the monotony of school, rest the body from constant sitting, tend to quicken the blood and strengthen the muscles, give grace to the form and movements, and give more zest to study. DeGraff's system, published by C. W. Bardeen, Syracuse, N. Y., is adapted to almost any schools. *THETA*.

Q. 5, p. 508.—The word method of teaching beginners to read seems to have the preference.

M. V.

The word and sentence method.

THETA.

The phonic method.

J. F. A.

We do not think the best teachers confine themselves exclusively to any one method. They choose what is best in all the methods. We hope to give our readers soon an article on the various methods of teaching little children to read.—ED.

Q. 6, p. 508.—There is diversity of opinion and practice among good teachers about the time of beginning the use of pen and ink. Few, if any, begin earlier than the second school year; many defer it until the third year, and some until the fourth year. Experience and observation seem to point to the third year as the proper time to begin. The little hands have not size, strength, nor skill to manipulate pen and ink earlier than this; and if deferred longer habits become fixed which have to be broken.

T. E. R.

Q. 7, p. 508.—A decimal fraction is one whose denominator is 10 or some power of 10. A common fraction is one whose denominator may be any number. $\frac{7}{10}$ is both a common and a decimal fraction.

D. N. C.

With this answer agree Theta, E. S. L. and M. V.

$\frac{7}{10}$, I think, is not a decimal fraction, though equivalent to the decimal .7. If not so, why give rules for reducing decimal fractions to common. I accept the usual definition of the power of a quantity, and define a decimal fraction as a fraction whose denominator, being some power of 10, is not written, the numerator being made to express by its position the value of the fraction.

E. H. S.

Mt. Union, O.

N. P. Davidson and J. F. A. agree with E. H. S.—ED.

A decimal fraction ceases to be a decimal when its denominator is written; but a decimal fraction does not necessarily cease to be a decimal fraction when its denominator is written. Thus, $\frac{7}{10}$ is, in form and value and for practice, a common fraction; it is also a decimal fraction but not a decimal. Again, .7 is, in form and value and for practice, a decimal fraction; it is also a decimal but not a common fraction. The distinction between a decimal fraction and a decimal is obvious.

RICHARD F. BEAUSAY.

Upper Sandusky, Ohio.

Yes. Thus, $\frac{7}{10}$, $\frac{35}{100}$, are decimal fractions, but not decimals; while .7, .35, are both decimal fractions and decimals.

W. H. GREGG.

Mt. Zion, O.

Decimal fractions, fractions in which the denominator is some power of ten, as $\frac{7}{10}$, $\frac{35}{100}$, and is not usually expressed, but is signified by a point placed at the left hand of the numerator.—*Webster's Dictionary*.

Decimal, any number expressed in the scale of tens.—*Worcester's Dictionary*.

Decimal fraction, a fraction whose denominator is 10, or some number produced by the continued multiplication of 10 as a factor. Thus, $\frac{7}{10}$, $\frac{35}{100}$, $\frac{35}{1000}$, are decimals.—*Imperial Dictionary*.

Decimal fractions, fractions which have for their denominator some power of ten, as $\frac{7}{10}$, $\frac{35}{100}$, $\frac{35}{1000}$.—*Davies*.

A *decimal fraction* is a fraction which expresses the division of the unit by ten, or by the product of two or more tens. Thus, $\frac{1}{10}$, $\frac{7}{100}$, $\frac{8}{100}$ are decimal fractions.—*Dean's Arithmetic*.

A *decimal fraction* is one or more of the decimal divisions of a unit. Thus, $\frac{1}{10}$, $\frac{7}{100}$, $\frac{8}{100}$, $\frac{17}{1000}$ are decimal fractions.—*Fish's Arithmetic*.

A *decimal fraction* is a number of the decimal divisions of a unit. It may be expressed in two ways—in the form of a common fraction or by means of the decimal scale. A *decimal* is a decimal fraction expressed by the decimal method of notation.—*Brooks's Philosophy of Arithmetic*.

Decimal fractions are a species of common fractions. The distinction between the terms decimal fraction and decimal, though a good one, is not generally recognized.—*Ed.*

Q. 8, p. 508.—The compound amount of \$5,000 for 5 years at 6 per cent. = \$6,691.13; and the sum of \$1 paid each year at 6 per cent. would amount, in 5 years, to \$1 + \$1.06 + \$1.1236 + \$1.191016 + \$1.262477 = \$5.637093; and \$6,691.13 ÷ \$5.637093 = \$1,186.98, annual payment.
J. W. J.

South Bloomfield, Ohio.

W. H. Gregg, R. W. Sadler, D. N. Cross, W. T. Perry, J. J. W., and James Busick get the same result, by processes differing somewhat from the above. M. V., E. S. L., and Theta get a different answer, and each differs from the others.

Q. 9, p. 508.—“We were offered seats.” Compare with “John was refused admittance,” in which Harvey says “admittance” is in the objective case without a governing word. (Harvey's Grammar, old edition, p. 180, Rule VIII., Rem. 1.)
T. D. O.

An irregular construction; but “seats” must be considered as in the objective case. Following is a good rule: “The passive verb should always take for its subject or nominative the direct object of the active-transitive verb from which it is derived.”
A. M. M.

“Seats,” noun, common, neut., third, plural, objective case, the object of the passive verb “were offered.”
D. N. C.

“Seats” is accusative-objective case, same as in the active construction, “They offered us *seats*.” In the passive construction, the acc.-obj. is more logically made the subject, in which case the *indirect* or *dative-objective* is retained. If usage permits the *dative* “us,” to be made subject, then the accusative is retained, as is evident if we use a pronoun instead of a noun; e. g., “We were offered *them*,” not “We were offered *they*.”
T. W. C.

W. A. G., A. D. F., and Theta agree with D. N. C.

Q. 10, p. 508.—There may be two views taken of this sentence: (a) “Well” is a noun, object of “to do,” meaning “good;” i. e., “cease to do evil and learn to do good.” (b) “Well” is an adverb and modifies “to do,” reading the sentence “Cease to do evil, and learn to do [things] well.”
A. D. F.

“Well” is an adverb, and modifies the second “to do.” But this is hardly correct if we consider the construction of the word “evil.”

It would be better to substitute the word "good" in place of "well." This would make the parts of the sentence harmonize, and give it the jingle of genuine grammatical coin.

RICHARD F. BEAUSAY.

"Well" is an adverb, and modifies the second "to do."

T. D. O.

J. F. A., A. M. M., W. H. G., Theta, and T. W. C. agree with T. D. O., and with them we agree. "Evil" and "well" are not analogous in construction. A. D. F. misses the force of "well" when he makes the last part of the sentence equivalent to "learn to do things well." The second "to do" is not a transitive verb. The following sentence is analogous: When you have done your duty you have done well; *i. e.*, acted or behaved well.—ED.

Q. 11, p. 508.—"*Upwards* of fifty houses *were blown* down." Compare the phrase "*upwards* of fifty houses" with (1) "*more than* fifty houses," (2) "*above* fifty houses." Here are three ways of expressing the same idea. I suppose all would agree that "*more*" is a pronominal adjective, subject of verb, and that "*above*" is a preposition whose antecedent term of relation, supplied from what follows, is the subject of the verb. In a similar way we might say "*upwards*" was an adverb modifying some numeral idea (there is no word to express it) supplied from what follows and made subject of the verb.

Then, *were blown* would be the verb agreeing with the plural subject supplied, or, better, *were*, the verb and *blown*, the participle.

I am not, however, satisfied with the above explanation. We have no right to supply words unless we are sure that such words have been elided, and of this I can find no evidence. After all, is not the phrase "*upwards* of fifty" an indefinite numeral expressing a single idea, and so to be regarded as a single adjective, a compound word the meaning of which no single word will express?

T. W. C.

"*Upwards* of" is equivalent to "*more than*." Shakspeare says: "I have been your wife, in this obedience, *upwards* of twenty years." Then we have, in the example given, "*more than* fifty houses were blown down." "*More* is a pronominal adjective, used as a noun, subject of *were blown*. "*Than*" is a preposition, having "*houses*" as its object.

S. P. MERRILL.

Wickliffe, Ohio.

"*Upwards* of" is an adverbial phrase, and modifies "*fifty*." (See Webster.) The phrase has the same construction that "*over*" has in this sentence: "*Over* fifty houses were blown down."

T. D. O.

Q. 12, p. 508.—"*All told*" is an elliptical form of "*all being told*," in which "*all*" is an adjective with the construction of a noun in the nominative absolute case with a participle, and "*told*" is a part of the present passive participle "*being told*," which is used as an adjective modifying "*all*." Most of our text-books would call the phrase an independent element; but I consider it equivalent to the adverbial clause "*when all are told*," and I can see no reason why it should cease to be an adverbial element when abridged. If a noun in the objective case without a governing word can be an adverbial element, as it certainly is, why not call a noun in the absolute case with a participle an

adverbial element? The word "told" is equivalent to "counted" or "enumerated." T. D. O.

Brecksville, Ohio.

"Told" is a participle from the Anglo-Saxon verb *tellan*, to count, narrate. "All told" is an absolute, or attendant element.

Berea, Ohio.

A. M. M.

"All told" means "all counted," an old meaning of the word *tell*. Cf. *teller* in a bank; also, "while one with moderate haste might tell a hundred."

"All told" is an absolute construction, *all*, a pronominal adjective referring to pennies, *told* past participle of tell. Cf. "The crew, all dead, were found in the hold." T. W. C.

QUERIES.

1. What is the best way of teaching children to spell orally? Is it best to require each word to be pronounced before spelling? and should each syllable be pronounced? or is it sufficient merely to name the letters, regardless of syllables? L. A. J.

2. What can be done, with children of the first half year, to keep one division of the school employed while the teacher is engaged with the other division? M. H.

3. What should be done with bright children who finish their work first, in order to keep them busy and at the same time train them to do their work well? M. H.

4. Who were the "Hundred Associates?" W. H. G.

5. What is the origin of the term "scot-free," as used in the sentence, "He went scot-free?" J. M.

6. Why are the "wise saws" of the Spartans so called? O.

7. Why are French elections held on Sunday? Does the same practice prevail in any other christian land? J. O. W.

8. If the Torrid zone were 60 degrees wide, how wide would the other zones be? Why? F. M. F.

9. Why can people in the Arctic regions converse in the open air at great distances? M. V.

10. The diagonal of a rectangular field containing $7\frac{1}{2}$ acres is 50 rods. What is the length? A. D. F.

11. A sold corn for B at 2 per cent. commission; B increased the proceeds \$50, and ordered A to purchase wheat at 4 per cent. commission; wheat declined 8 per cent., by which B's whole loss was \$80; what was the corn worth? J. W. J.

12. "Soldier, rest; thy warfare o'er." Parse "o'er." W. J. P.

13. Each generation quotes the preceding generation as quoting the New Testament. Parse "as quoting." R. F. B.

EDITORIAL DEPARTMENT.

The MONTHLY is mailed promptly before the first day of each month. In most cases, it should reach Ohio subscribers not later than the second or third of the month. Any subscriber failing to receive a number within a few days of the first of the month, should give prompt notice, that another copy may be sent.

As a general rule, the MONTHLY is sent to subscribers until ordered discontinued.

Requests for change of address should be received before the 25th of the month, and the old as well as the new address should be given.

New subscribers must begin with this (November) number. We thought the edition of the October number was ample, but only a few copies remain, and these must be reserved for completing sets. We have added several hundred copies this time. Send on the orders.

Extract from a recent letter :—"In our building, we each take a different educational paper, and exchange. THE OHIO EDUCATIONAL MONTHLY HAS DONE US MORE REAL GOOD than any of the other papers."

We offer to exchange current numbers of the MONTHLY, two to one, for copies of the September and October numbers, 1882, July and September, 1880, and March, 1876, in good order. We also want *The Ohio Journal of Education* for 1854, 1855, 1856, and the OHIO EDUCATIONAL MONTHLY for 1860, 1861, 1862, 1863, and 1865. Persons having any of these volumes, and willing to dispose of them, are requested to write us, stating terms.

We ask for our symposium on "The Country Schools of Ohio," in this number, a careful reading. The writers speak from the stand-point of experience. Some of them are now engaged in country school work, one is a school director, and all have given much thought to the problems involved.

We bring this subject forward at this time because we believe the urgency is great. In view of what is possible for our rural schools, it is humiliating to such a body of educators as Ohio has, that so little has been accomplished. It is time to act. Dr. Hancock's closing sentence points the way. Who will lead?

At the Ninth Annual Meeting of the Ohio Teachers' Association, held at Columbus, in 1856, the following resolutions were *unanimously* adopted :

1. *Resolved.* That school examiners ought never, under any circumstances, to give a certificate of qualification to teach school to any person who habitu-

ally uses any kind of intoxicating liquors; and that school officers, when other things are equal, should systematically give preference to the total-abstinent candidate.

2. *Resolved*, That all school teachers should use their utmost influence to suppress the *kindred ungentlemanly and foul-mouthed vices* of uttering profane language and using tobacco.

Has the moral tone of the Ohio Teachers' Association declined in the last thirty years?

We spent an afternoon with Brother Moulton, in the Warren schools, at the time of the recent meeting of the North Eastern Ohio Teachers' Association. The schools of Warren are in excellent condition, and in saying this we intend no empty compliment. We witnessed some very fine exercises in language, vocal music, reading, etc.; but what impressed us most was the excellent spirit everywhere manifest. No frown or scowl was visible. Every room seemed to be filled with an atmosphere of cheerfulness and refinement. The bearing of the teachers was characterized, in an unusual degree, by simplicity and grace, and the appearance and conduct of the pupils said to us, more effectively than words, that Warren is a community of more than ordinary intelligence and refinement.

We noticed that wherever the superintendent went, whether in or out of the school-room, the pupils expected and received from him a kind recognition. He evidently keeps large room in his heart for the children.

The superintendent and teachers of Warren have reason to be grateful that the lines have fallen to them in such pleasant places, and the people of Warren have good reason to be proud of their schools.

Superintendent Clemens presents, this month, "the other side" of the corporal punishment question. He thinks Superintendent James's article in our October number is a little too radical. Our creed on this subject is a very short one, and may be stated in one sentence: *It is better to control a school by the use of the rod than not to control it.*

Mr. James is right in saying that the better half of any corps of teachers will usually report much less than half the number of cases of corporal punishment, and that the greater part of the punishing will be done by those weak in discipline. It may be that in the "good time coming" teachers will be strong enough and wise enough to control their schools without the rod. We once heard Horace Mann quoted, in a gathering of teachers, as saying that if we could import angels from heaven to supply all the schools with teachers, we might be able to dispense with the rod. Judge Higley, now of Cincinnati, who was present, begged to add that we could make sure of it by importing little angels also from heaven to supply all the schools with pupils.

We think our creed is well adapted to the present imperfect state. It is better to control a school by the use of the rod than not to control it. An un-governed school is a very demoralizing institution. Our advice to teachers has always been, "Govern your school by the highest and best means at your command, *but govern it.*"

"FIRST EXTRACT THE THORN FROM THINE OWN EYE."

Twenty boys averaging fifteen years in age, and all graduates of Boston grammar and high schools, were examined in that city the other day to see which was best qualified to fill a position as general clerk in an insurance office. The requirements were moderate, demanding only fair penmanship, good spelling, correctness at figures and the use of good English, but out of the twenty not one came up to the required standard. The Boston paper which mentions the occurrence gives various reasons for this lamentable failure, but reaches the root of the matter, probably, when it points out as a defect of the school system that *pupils are not made to depend upon themselves, but that the teachers do the work and give so much oral instruction that the children, though entertained and somewhat enlightened, do not get the permanent benefit to be derived from laborious study, and leave the school-room with a confused jumbling of facts and no firm foundation of learning fixed in their minds.* It is a popular notion that children nowadays study too much and too hard; but there is reason to believe those among them who cannot endure the school work are bewildered more from the multiplicity of subjects which demand their attention than from close application to their books. At all events, it is a fact not to be denied, that boys and girls of a former generation, whose entire schooling was comprised in half a dozen three months' terms, learned to spell, and write, and "cipher" with an ease and accuracy which many children do not now attain after a ten years' course in the schools.—*Indianapolis Sunday Journal.*

We have little confidence in the hasty conclusions so often drawn from comparison of the present with the past. The concluding sentence of the foregoing extract is a good example of this kind of reasoning. It is no doubt true that the few exceptionally bright and industrious "boys and girls of a former generation, whose entire schooling was comprised in half a dozen three-month terms, learned to spell and write and cipher with an ease and accuracy which" the dullards and laggards "do not now attain after a ten-year course in the schools." It does not follow that the former days were better than these. We do not believe that the scholarship of the better half of those attending common schools then was equal to the average now. The attainments of the few then were conspicuous by contrast. There is greater diffusion now. The many now have more and better schooling than the few then had.

When it is said that not one of the twenty boys came up to the required standard, we naturally inquire what the standard was. Is it not quite probable that the position in question was one which, fifty years ago, no boy of fifteen was expected to fill?

In connection with the statement that all these fifteen-year-old boys are graduates of the Boston grammar and high schools it should be remembered that Boston does not admit boys to the high school under the age of fifteen.

It must be admitted, however, that the passage in italics touches the heart of an evil in modern educational methods. The tendency is to too much teaching. There is an excess of the grand-mother element. The boys and girls must have a smooth and easy road to travel, and the result is weakness and inefficiency.

It should be noted that mental confusion and weakness are not the necessary result of oral instruction, for it is based on a true philosophy and has a legitimate place in child training. The great majority of teachers are ignorant (much less so now than formerly) of the principles on which right methods of teaching are based, and, as a consequence, are incapable of using either oral

or text-book methods according to their true spirit and intent. The true purpose of oral instruction is not to relieve the pupil from effort, but rather to stimulate to self-activity and cultivate self-reliance; but in unskillful hands it is liable to degenerate into mere talk on the part of the teacher, and indifference and inactivity on the part of the pupil.

It should be further noted that the responsibility does not rest wholly upon teachers. The want of self-reliance and efficiency in our young people is due far more to the home training and habits than to the school. Indeed it is quite probable that, but for the counteracting influence of the schools, the evil complained of would be much greater than it is. The tendency of the times is to luxury and effeminacy. The boys and girls must dress well and have a good time. They are relieved, by the hired man and the hired girl, from all necessity of working with their hands, and thus grow up without habits of industry and efficiency. The gravest defects in modern child-training are in the home. Parents are too much absorbed in business and society to attend to the home-training of their children, and a large part of the present popular elamor about the schools is an attempt, unconscious perhaps, to shift the responsibility. "Why observest thou that splinter in thy brother's eye, and perceivest not the thorn in thine own eye."

A LETTER TO THE EDITOR.

CINCINNATI, O., OCT. 2d, 1885.

My Dear Dr. Findley:—I so seldom see anything in your editorial pages that I do not fully approve, that I half suspect that you did not write the editorial in your last issue on Judge Mehard's decision.

It may be wise for school directors not to require the Bible to be read in school—to let the Bible alone, as you put it,—but your statements seem to justify the inference that teachers should also let it alone—that they should only take the Bible into the schools in their spirit and life—that is, that the Bible should not be read in public schools. While the "perfunctory" reading of the Bible by teachers who have little faith in its divine precepts may be a mere form, an empty shell," this is not true when the Bible is read by teachers who have "its principles and its spirit in the heart." It is reverently read by thousands of teachers with happy and beneficial results.

It may be that your position is that the reading of the Bible in school should be left entirely with teachers, and that your objection is to its perfunctory reading under a regulation of the school board. But the legal question decided by Judge Mehard involves not only the power of school directors to authorize the use of the Bible in the schools, but the right of the teachers to use it. It can hardly be maintained that the teacher has the right to do in this matter what the school directors have not the legal power to authorize. The real question is, can the King James version of the Bible be legally used in a public school? Judge Mehard's decision seems to me not only sound, but of great importance.

It may not be wise or expedient for school boards to require or even authorize the reading of the Bible in the schools, and it may not be wise for teachers, under all circumstances, thus to use it, but the power or right to authorize or use the Bible as an aid in moral training is a very different question. Some things are lawful which are not expedient.

It seems to me unwise for school boards to authorize the reading of a particular version of the Bible. It makes little difference whether the teacher reads the King James version, the Douay version, or the "new" version. I think I would advise a Catholic teacher to use the Douay Bible, as I did advise one twenty-five years ago. I am sure that not a pupil in her school ever detected the slightest variation from the common version.

May I ask what Mr. Thring means by these three sentences which open the extract copied in the October MONTHLY, (p. 475) ?

"The teacher's subject is not books, but mind. On the other hand, the lecturer's subject in the first instance is not mind, but books. This distinction is vital, and the most important results follow."

If this distinction be so vital and important, it ought to be clear, and I must confess that I do not see it, and the subsequent discussion of it in the article is to me a source of confusion. What is the process of teaching reading? Does not the teacher of reading deal both with books and mind? Does the lecturer necessarily deal with books? There is a distinction between objective and indirect teaching and direct oral instruction, but does not the art of teaching include both? Is Mr. Thring's distinction fundamental?

You may possibly conclude that I am in an unusually critical mood. I have had the leisure within a few months to read some of the more recent discussions of the theory of teaching, and I find not a little confusion and uncertainty.

Have you ever read Joseph Payne's "Science and Art of Education?" I made several attempts before I reached the last lecture. I think I never read a more kaleidoscopic treatise. Each lecture after the first is a new "shake-up" of the ideas in the preceding. I stopped several times to see if I was not *re-reading* a lecture. Did you have a similar experience?

Excuse these interrogations, and believe me,

Most truly yours,

E. E. WHITE.

Our confidence in Dr. White's judgment is such that, on first reading his letter, we feared we had erred; but a re-reading of the few sentences we wrote, re-assures us. We were not trying to express all our thought on the subject in a half-dozen sentences. All we said was intended to bear on one point, the inexpediency of boards of education either requiring or forbidding the use of the Bible in schools. We supposed our position in regard to the Bible and its use in schools was well understood. We always used it—never taught a school in which we did not use it, and for many years began no day in school without prayer. But we have never been in the habit of either reading the scriptures or praying by statute or regulation. The Bible contains the principles and ordinances of the Christian religion. The pure and peaceable religion of Christ does not require the support of majorities. It is a divine system whose laws and essential interests are above the reach of human governments. We believe with James Madison that "religion is not within the purview of human government. There are causes in the human breast which insure its perpetuity without the aid of human law."

With the highest and best part of a teacher's work a board of education has nothing to do. We once heard Dr. White say in a teachers' institute that the moment a teacher enters into a contract with a board of education to teach a

school, he is under a higher contract than that he has made with the board. Among the requirements of this higher contract we would include the judicious and effective use of the Bible. All in this direction that a board of education can require and enforce by regulation is "a mere form, an empty shell."

We have believed for many years that the true policy for a board of education, in reference to this matter, is the let alone policy, and this conviction gains strength with the years. We have the satisfaction of knowing that it has become almost the universal practice. Very few boards within our knowledge have any rule on the subject. In a recent gathering of more than two hundred teachers, we called for a show of hands from those who had ever taught under a regulation either requiring or forbidding the use of the Bible, and but one or two hands came up.

It may become necessary, sometimes, for a board of education to restrain an injudicious teacher from causing strife by attempts to force the Bible on unwilling ears; but kind suggestion and advice will usually serve the purpose better than formal enactment. Better discharge an unwise teacher than put fetters on all teachers.

Teachers should have liberty to use, and should use, every means they can make available for forming aright the life and character of their pupils. The Bible has no equal in all the world as a means of guiding the life and forming the character of men, but it does not need the support of human authority. The teacher who cannot find ways of bringing the precepts and principles of the Bible to bear upon his school without the support of statute or regulation, gives little promise of valuable results in any way.

M. F. COWDERY.

Another of the fathers of the Ohio school system has gone. M. F. Cowdery, died at his home in Sandusky, at 10 o'clock, Saturday, September 26, at the age of 70. He had a robust constitution, and his life was marked by excellent physical health. In November, 1883, when alone, he fell from his carriage, and was carried to his residence. He was found to be suffering from an apoplectic attack, from which he never fully recovered. A second attack, on the 23d of September last, resulted in his death three days after.

He was born in Vermont, but most of his youth was spent in the State of New York. When yet young, he located in Lake County, and began his work as a teacher. In 1848 he became superintendent of the schools of Sandusky, in which capacity he served for twenty-three consecutive years. We have neither time nor space for any extended account of his labors in this field, nor of his efforts in the wider field of the State. We hope some one of his intimate associates yet remaining will write more fully of his life and labors.

We take pleasure in noting the fact that Mr. Cowdery was one of the founders of this Journal, and, for some years, one of its editors. In the first number, issued January, 1852, we find an introductory article from his pen, setting forth the aims and purposes of the magazine. The closing sentences, here quoted, reveal the excellent spirit that was in him.

"It is a high privilege to labor and make sacrifices for great principles, at any time; especially is it so, for principles which are as intimately and directly connected with the happiness of individuals and society as those of Uni-

versal Education. When we remember that each individual, of all the millions which God has created, has indestructible sources of happiness to be developed, and a destiny to accomplish, beyond the power of the imagination to conceive, how ought we to be pained to witness such general neglect of culture, and such privation and degradation as result from this neglect! How joyfully should we put forth any exertions that may make those with us and around us, secure from the gloom, the imbecility and the oppressive burdens of ignorance."

"Well done, good and faithful servant," is the judgment of his fellows.

At a meeting of Sandusky teachers who had been associated with Mr. Cowdery, the following letter was addressed to Mrs. Cowdery, as an expression of sympathy with the bereaved as well as esteem for the departed:

SANDUSKY, O., OCT. 2, 1885.

Dear Mrs. Cowdery:—Having been at one time closely associated with Mr. Cowdery, being brought into almost daily contact with him as our superintendent, thus learning to esteem and revere him through years of acquaintance, both private and official, which time but ripened into the more hallowed friendship, we wish to express to you our deep sympathy with you in your bereavement, as well as our sense of the exalted worth of Mr. Cowdery's character and influence.

During the many years of our varied intercourse with him, we have found him actuated by the noblest motives; while to us as teachers, his life was ever an inspiration, lifting us toward holier living and the attainment of a loftier ideal in our daily work. The benediction of his influence is to-day a helpful power in many an earnest life; while the schools of Sandusky are even now resting securely upon the firm foundations which, at an untold cost of tireless energy and self-sacrificing toil, he laid so deep, so strong, and so well.

While we sorrow with you that he walks no more with us, we wait in faith with you for the blessed day when

"Love and unsevered union
Of soul with those we love,
Nearness and glad communion
Shall be our joy above;
No death our homes o'er-shading
Shall e'er our harps unstring,
For all is life unfading
In presence of our King."

In heartfelt sympathy we commend you to "the Father of mercies and the God of all comfort," who "doth not willingly afflict," praying that, "as one whom his mother comforteth, so may He comfort you." May you "cast all your care on Him," knowing that *He careth for you*," who hath said, "In Me ye shall have peace."

"Thanks for the good man's beautiful example,
Who in the vilest saw
Some sacred crypt, or altar of a temple
Still vocal with God's law.

"Not his the golden pen or lip's persuasion,
But a fine sense of right,
And Truth's directness, meeting each occasion
Straight as a line of light.

" His faith and works, like streams that intermingle,
 In the same channel ran ;
 The crystal clearness of an eye kept single
 Shamed all the frauds of man.

" Men failed, betrayed him, but his zeal seemed nourished
 By failure and by fall,
 Still a large faith in human-kind he cherished,
 And in God's love for all.

" And now he rests where Heaven's unfailing sweetness
 Hath naught of mortal strife,
 And death hath moulded into calm completeness
 The statue of his life.

" Where the dews glisten and the song birds warble,
 His dust to dust is laid
 In Nature's keeping, with no pomp of marble
 To shame his modest shade.

" Around his grave are quietude and beauty,
 And the sweet Heaven above,—
 The fitting symbols of a life of duty
 Transfigured into love."

The letter was signed as follows: Sarah J. Moore, Mrs. M. N. Clarke, Sara E. Clarke, Mrs. J. W. Holland, W. H. Rayl, Mrs. M. C. Dewey, J. G. Dordfing-
 er, Mrs. W. K. Marshall, Minnie Ainslie, Mrs. E. M. Nason, Mary Lockwood,
 Mrs. M. N. Evans, Elizabeth Hutchinson, Mrs. J. G. Holcombe, Arthur Phin-
 ney, Hattie M. Pool, Mrs. E. Forster.

STATE EXAMINATION

The next meeting of the State Board of School Examiners will be held in the high school building, Columbus, Ohio, and will begin Tuesday, December 29th, 1885, at 9 o'clock.

Applicants will be examined in the branches necessary to a ten-year certificate on Tuesday and completed on Wednesday morning. The examination for life certificates will be continued on Wednesday and completed Thursday.

In no case will questions on any branch be given out until the regular examination in that branch.

Applicants for ten-year certificates will be examined in Orthography, Reading, Writing, Arithmetic, Geography, English Grammar, United States History, and Theory and Practice, including the Ohio School Law.

In addition to the branches named above, applicants for life certificates must be examined in Algebra, Geometry, Physics, Physiology, General History, English Literature, Rhetoric, Civil Government, and three branches elected from, Geology, Chemistry, Botany, Astronomy, Zoology, Plane Trigonometry, Latin, Greek, French, German, Logic, Anglo-Saxon and Early English.

Applicants for either grade of certificate must present testimonials from leading educators, stating that such applicants have had at least five years' successful experience in the profession of teaching.

These testimonials should be forwarded to the clerk of the board at least thirty days before the date of examination.

Successful applicants for ten-year certificates may have additional branches added to their certificates, by undergoing the same examination in such branches as candidates for life certificates.

Persons holding ten-year certificates, granted by this board, may, at any subsequent meeting of the same board, receive life certificates by passing an examination in the required branches.

Knowing that real scholarship demands concentration, it is the intention of the board to give due credit for eminent attainments in any particular line of study.

By order of the Board.

C. E. McVAY,
Cincinnati, Clifton, Ohio.

EDUCATIONAL INTELLIGENCE.

—Mt. Union College has a normal class of 37 the present term.

—The teachers' reading circle at Lebanon is doing well, having a membership of 41, *all paid*.

—The Iowa Teachers' Association meets at Des Moines, Monday evening Dec. 28, and closes Thursday noon.

—The State Teachers' Association of Massachusetts meets Thanksgiving week, instead of Christmas week, as heretofore.

—Middletown is erecting an eight room school building which will be a model in every respect. Supt. Barnard does nothing by halves.

—Akron has a new high-school building under way, to cost, when completed and furnished, about \$100,000. Canton is also building one, at about the same cost. Newark has one nearly completed, to cost a little more than \$50,000.

—The schools of Wadsworth, Ohio, under the superintendence of Arthur Powell, enrolled 384 pupils in the month of September, and had but four cases of tardiness in the entire month. What schools can report a more prompt attendance?

—Encouraging reports come from the New Lyme Institute. Prof. Tuckerman's graduates occupy many important positions in the schools of Northern Ohio—superintendents, principals, and teachers in high schools, grammar schools, academies, and normal schools.

—The *Teachers' Institute* and the *Practical Teacher* have united, and are to be published hereafter under the combined name: *Teachers' Institute and Practical Teacher*, by E. L. Kellogg & Co., of New York. Col. Parker will continue his work, editing a department of the new paper.

—The Warren County teachers' association is a live institution. The country teachers have put their heads together and prepared one of the simplest, most practical, best courses of study for country schools we have yet seen. All honor to them. At a meeting held at Lebanon, Oct. 10, a report from the townships showed that several townships had already adopted the course, and others were giving it favorable consideration.

—A report of the Knox County institute comes rather late. It was held at Mt. Vernon, for one week, beginning Aug. 17. Dr. Tappan, Supt. Shawan and other teachers of the county were the instructors. The week was crowded with work, and good attendance and good interest were secured.

—Baldwin University, we are informed, has opened this year with very encouraging prospects. There are three distinct courses of study in each of the two departments (collegiate and academic), viz.: classical, philosophical, and ladies' literary; and each course is very complete. In addition, there are musical, elocutionary, and commercial appendages.

—The city of Havre, France, entertained two thousand schoolmasters and four hundred schoolmistresses during the four days of the recent session of the international congress of educators. The unanimous adoption of a resolution that manual work forms an integral part of every sound system of education, and should be introduced with the least possible delay into every elementary school, is significant. Much as we believe in hand-work as an element in the training of every child, we are not sure that the time has come, in this country at least, for the school to undertake this part of the work.

—A meeting of the Northern Central Ohio Teachers' Association was held at Galion, Oct. 17. The following program was prepared, but we have no report of the meeting:

Music.....	Prof. J. A. Porter, Galion.
Should the course of study be changed in our public schools?.....	Prof. A. C. Crist, Iberia.
Composition and Language.....	Supt. J. J. Bliss, Crestline.
The Claims of our Profession.....	Supt. A. G. Crouse, Marion.
What does the State demand of her schools?...Supt. J. H. Snyder, Mt. Gilead.	

—The teachers of Morgan County also are moving. At the last session of their institute, a committee was appointed to prepare a course of study and a daily program for the teachers of the different townships. The committee has done its work well. The report is before us in the form of a neat little pamphlet. The board of education in each township is now asked to adopt the course of study prepared by the committee. We have heard from one township (Bristol), which adopted the course by a vote of 9 to 2. No doubt other townships have done the same ere this. Thus the good work goes on.

—The Ohio Archæological and historical Society is preparing a suggestive course of reading, for use in the schools of the State, on Ohio and western history, with reference to a celebration to be held in every school district, on the 7th of April, 1888, commemorative of the founding of the Northwest Territory. This course will be issued in leaflet form, and will contain topics for reading and lists of the best attainable works for reading and consultation. For the celebration day, a pamphlet, containing appropriate selections of prose and poetry, historical incidents, etc., will be issued and sent to schools ordering. Every teacher in the State should enter into this heartily. Secretary A. A. Graham, of Columbus, will answer any inquiries addressed to him.

—The board of education of Bethel township, Clark County, has adopted an excellent system of rules and regulations for the government of all the schools of the township. These regulations define the duties of the township superintendent, and his relations to the board of education and to the teachers.

They also provide for the opening of all the schools at the same time, and for their continuance the same length of time; they allow one day every two months for teachers' meetings, and require all the teachers to attend; they provide janitors for all the schools and define their duties; they give the superintendent the privilege of recommending teachers to the local boards, and make him responsible only for those teachers he recommends, etc., etc. Sensible! Sensible!

—The next session of the Ottawa County teachers' association will be held at Port Clinton, Friday evening and Saturday, Nov. 13th and 14th, 1885. The following is the program for Friday evening:

J. Cook—Inaugural.

ALSTON ELLIS, Supt. of Sandusky Schools—History.

On Saturday the following persons will read papers or furnish exercises: Supt. A. D. Beechy, Elmore; Miss L. A. Gould, Elmore; Miss Kate Starr, Port Clinton; Supt. Geo. H. Withey, Pemberville; Miss Allie Richards, Port Clinton; Miss E. S. Reynolds; Charles M. Vosburg, Miss Rosetta Butler, Louis Zoch, Elmore.

MAMIE QUINCKE, Secretary.

—New subscribers to the MONTHLY are all highly pleased with it; and we have reason to believe that it will be of great benefit to the teachers of Montgomery County, not only through the excellent professional information it contains, but also by stimulating them to greater efforts in the line of self-improvement. As an evidence of this tendency we have, for the first time since the movement began, a county Teachers' Reading Circle. The organization was effected on the first Saturday of October. It already contains fifty members, and we expect to double the number. Meetings are held the first Saturday of each month at the examination rooms in the new court house. W. J. P.

—The Trumbull County institute held its annual session at Warren this year. Although it continued but one week, it was thought by the teachers present to be one of Trumbull's most profitable and successful institutes. This success is attributable to the earnest and efficient efforts of our able instructors, Supts. E. F. Moulton, of Warren, and John E. Morris, of Garrettsville, and Prof. A. J. Phillips, of Warren, the last our instructor in music. State School Commissioner L. D. Brown was with us one day, to the profit of the teachers. His visit was highly enjoyed. The lectures were very interesting and instructive. About 300 teachers were present, the largest number, it is said, that has ever attended an institute in our county. L. P. H.

—At the last meeting of the Ashtabula County Teachers' Institute, a course of study for the country schools was arranged and recommenced to the township boards for adoption. A committee of three in each township was appointed to meet with the township boards, and set forth to them the advantages of grading the country schools. The immediate result of this action is that three townships have adopted the course and appointed a superintendent. J. D. McCalmont has been appointed for Rock Creek, F. T. Waters for Kingsville, and S. H. Foote for Andover. New Lyme has adopted the course but has not appointed a superintendent. The present indications are that other townships will, in the near future, take similar action, and it is hoped that soon every district school in the county will be pursuing a course of study under a competent superintendent.

—The Hamilton County teachers' association met at the Hughes High School, Saturday, Oct. 10. A large number of teachers were present at this second meeting for the year. The retiring president, B. W. Barrows, when about to introduce his successor, was interrupted by Hill, of Bridgetown, who, in behalf of a number of teachers, presented him a cane. Although taken by surprise, Mr. B. responded in a few well chosen words, and then introduced his successor, T. L. Feeney, who delivered an inaugural subject, *The Value and Work of the Association*. Prof. Venable read a fine paper on the early history of this portion of the United States. He named it, "In the Beginning." Commissioner Brown, being present, was called out and responded by commending Prof. V.'s paper, and urging the teachers to procure more educational literature, and aid in the Centennial Celebration of Ohio. Some fine music was rendered by Mrs. Healy and Miss Dalton. Adjourned to meet second Saturday in November. Com.

—The Carroll County institute was held at Harlem Springs, Aug. 17-25th. Supt. Manly was the principal instructor, and so well did he please the teachers that he was engaged to return next year. His scholarly talks were much appreciated, his lecture on "Morse" was full of inspiring thought. A growing interest is manifested in our institute. The number of teachers necessary to supply all the schools in the county is 119, and 126 teachers enrolled their names, and there was a good attendance from the beginning. Harlem Springs was styled the Chautauqua of Carroll County, and by a unanimous vote it was decided to hold a two weeks session there next year. J. K. Baxter proved himself a successful president. H. V. Merrick was elected president for next year, and James Uhlman, secretary. The committee appointed to solicit subscriptions to Payne's Lectures secured 60 subscriptions. This places an excellent work in the hands of many of our teachers. There is a manifest improvement among the teachers of Carroll County. X.

—An important educational meeting was held at Sandusky, on Saturday, Oct. 17. It was gotten up by Superintendent Alston Ellis, and proved a very interesting and profitable occasion. About three hundred teachers and others were present. The program of papers and addresses was as follows:

The Development of Character, Miss S. B. Platt, Prin. Tiffin High School.
Jacotot and Pestalozzi Compared, Wm. T. Jackson, Supt. Fostoria Public Schools.

A Method of Culture, Geo. H. White, Principal Oberlin Preparatory.
The Lady Teacher, Miss Margaret W. Sutherland, Principal Mansfield High School.

Instruction and Education, Charles L. Loos, Principal First District School, Dayton.

Educational Dried Fruits, James J. Burns, Supt. Dayton Public Schools.

Among those present, besides those named in the program, we note the names of Supts. W. W. Ross, of Fremont; F. M. Ginn, of Clyde; John McConkie, of Port Clinton; W. R. Comings, of Norwalk; John W. Dowd, of Toledo, and J. W. Knott, of Tiffin. Excellent music, vocal and instrumental, was furnished by local talent.

—T. D. Oviatt, of Brecksville, Cuyahoga County, writes us as follows, concerning the work in his part of the vineyard: "In time past, Brecksville had a teachers' reading circle. It died from an overdose of public entertainment. The spirit, however was not dead, but sleeping. It has re-embodied itself.

We expect to be represented at the county meeting at the County Examiners' room, Cleveland, the last Saturday in October." O.

REPUBLIC, O., Oct. 5, '85.

—*Dear Sir*: Explain in the next MONTHLY what is meant by the reference to Seneca County on pages 512 and 515, October No. Are there two Seneca counties in this State? E. C. Palmer, superintendent of schools in this place, was elected president of the institute of *this* Seneca County, in the north-western part of O. Tiffin is the county seat.

Quizically,

L. A. O.

The Seneca County mentioned on page 512 of our October number is in Union County. At any rate, H. H. Spain lives in Union County, and is a member of the MONTHLY family.

—A meeting of the Central Ohio Teachers' Association will be held in the Opera House, at Xenia, November 6 and 7. The program is as follows:

Address of Welcome, W. G. Morehead, D. D., Xenia. Response, Charles L. Loos, Principal First District, Dayton.

President's Inaugural, Capt. C. B. Stivers, Principal High School, Dayton.

Supervision and its Relations, Miss Flora A. Brooks, Principal Garfield Building, Columbus.

National Illiteracy, E. W. Coy, Principal Hughes High School, Cincinnati.

How to Test the Qualifications of Teachers for Certificates, Supt. C. F. Dean, Washington C. H. Discussion opened by Supt. J. W. Mackinnon, London.

Manual Training in High Schools, Supt. John W. Dowd, Toledo. Discussion opened by Supt. C. W. Bennett, Piqua.

—A meeting of the Eastern Ohio Teachers' Association will be held at Canal Dover, on the Friday and Saturday immediately after Thanksgiving. The committee are putting forth every effort to secure a large attendance and insure a profitable and enjoyable time. Some of the railroads have already promised reduced fare, and it is expected others will do likewise. Supt. Duff writes that the people of Canal Dover are making arrangements for the entertainment of teachers. The program is not yet complete, but the following exercises are expected:

The Reading Circle—How it may become a Motive Power in Education. By Miss Etta L. Dunlap, of Danville.

Some Neglected Branches. By Supt. C. F. Palmer, of Dresden.

Educational Underpinning. By Samuel Findley, of Akron.

Pedagogic Research. By Prof. Martin R. Andrews, of Marietta.

Primary Teaching. By Miss E. E. Taylor, of Bellaire.

President W. H. Scott, of the Ohio State University, has been invited to deliver an address on Friday evening.

—The first meeting of the N. E. O. T. A. for the present school year was held in the high school room, Warren, O., on Saturday, Oct. 10. The Association was called to order by Treasurer Morris, in the absence of all the other officers. Supt. I. M. Clemens was chosen chairman, and E. H. Stanley, secretary, for the session. Prayer was offered by Rev. E. B. Wakefield, of Warren.

Dr. Findley, being then introduced, read an interesting paper on "Primary Reading," and the same was fully discussed by Alex. Forbes, of Chicago, for-

merly principal of the Cleveland normal school. This paper and the discussion made a rich feast for those present. The sensible system of teaching reading certainly received a new impulse.

The afternoon session was opened with an excellent paper on "Mental Culture," by Prof. J. S. Lowe, principal of the Geneva normal school. President Fairchild, of Oberlin, then read a very valuable paper on "Moral Training." Would that all teachers could have heard his clear, strong argument. The discussion following was animated, being participated in by Principal M. S. Campbell, Supt. Powell, Rev. Mr. Williamson, of Warren, Dr. Findley, Alex. Forbes, and Supts. Wight and Moulton.

About 250 were in attendance, and the meeting was unusually pleasant and profitable. Supt. Moulton and his teachers deserve much credit for their efforts in behalf of their fellow-workers. E. H. S.

—The Clinton County Teachers' Association met at Blanchester, Saturday, October 10. The following practical program was rendered in the presence of a very large and attentive audience:

Address of Welcome.....	N. H. Chaney.
"Mathematics in Common Schools".....	G. W. Slusher.
"Penmanship".....	S. A. Sayers.
"Results".....	S. M. Taggart.
"Can Teaching Properly be termed a Profession?".....	J. S. Hoyman.
"Township Supervision".....	W. C. Sayers.
"Moral Instruction".....	Miss Sallie Reed.

Several of Highland's most active teachers were also present and contributed greatly to the success of the meeting. The papers were all thoroughly discussed, especially the one by Mr. Sayers, on Township Supervision. The majority of our teachers would hail with delight such supervision, and the establishment of township high schools, were it not for the unwillingness of the taxpayers, generally, to submit to an increase of taxation. The progressive teachers are just as unwilling to permit any reduction in wages, hence, the probabilities are that township supervision will be given but little attention by the people of Clinton County. MARTIN KENNEDY.

PERSONAL.

N. P. Davidson succeeds Mr. Harman as principal of the West Carrollton schools.

—Geo. S. Harter, of the Sidney high school, has taken charge of the schools of Celina, Mercer County.

—Married, Oct. 1st, 1885, Miss Laura R. Ames, a talented teacher of Belpre, O., to Dr. Chas. S. Conner, of Marietta.

—Our friend B. F. Myers has been elected treasurer of Seneca County, by a majority of 1126. Congratulations.

—S. P. Merrill is teaching his seventh consecutive year at Wickliffe, Lake County, and has entered on his fourth year as superintendent of the schools of Willoughby township.

—Jacob. P. Sharkey, of Paddy's Run, O., teaches the high school which has developed from the academy founded by ex-Governor Bebb, who was himself a school-master fifty years ago.

—Superintendent Richardson, writes, from his new field at Sedalia, Mo., of good health and good spirits. His work starts pleasantly. He finds an excellent corps of teachers, and an exceptionally good board of education.

—Wm. H. Stewart has had charge of the schools of Oxford, Ohio, for eleven years, and has entered upon another term of three years. He wrote last year that the MONTHLY was growing better and better; he now says it is best.

—From Hamilton, Ohio, comes the information that W. P. Cope, who has recently taken charge of the high school there, is making an excellent start. Our correspondent says the school is already in nice working order, and everything goes as if teachers and pupils had known each other for years.

—The *London Journal of Education* announces the death of Principal J. C. Shairp, of the United College of St. Salvator and St. Leonard's, in the University of St. Andrews. He is known to some of our readers as the author of an excellent little book entitled "Culture and Religion in Some of their Relations." At the time of his death, he also filled the Chair of Poetry in the University of Oxford.

BOOK NOTICES.

0 *Complete Rhetoric.* By Alfred H. Welsh, Assistant Professor of History and English in the Ohio State University, author of *Development of English Literature and Language*, &c. Chicago: S. C. Griggs & Co. \$1.50.

This, from the author's preface, will give a fair notion of the plan of the work: "The aim has been not merely to exercise the student in composition, but to familiarize him with the qualities of literature, to provide him with the nomenclature of criticism and with a directory of style; to acquaint him with the modes of inventing, distributing, and enforcing matter; to get him into the habit of canvassing a subject, of reading upon it reflectively, of investigating it systematically, of extracting essential facts and setting them forth effectively."

Q *Domestic Hygiene and Sanitary Information*, including articles on the Human Body, Digestion and Nutrition, the Causes of Disease, the Effects of Intemperance, Food and Diet, Cleanliness and Clothing, Exercise, Recreation and Training, the Home and its Surroundings, the Prevention of Infectious Diseases, &c. By Geo. Wilson, M. A., M. D. Edited with Notes and Additions, by J. G. Richardson, M. D. Philadelphia: P. Blakiston, Son & Co. 1885. \$1.00.

The care of the body is an important element in right living. We should attach more importance than we do to the study of sanitary science, since its aim is "to render growth more perfect, decay less rapid, life more vigorous, death more remote." Dr. Wilson's book is not an ordinary text-book on anatomy and physiology, but a very clear and reliable statement of the laws of health. It is well suited both for home and class-room use.

A Practical Arithmetic. By G. A. Wentworth, A. M., and Rev. Thomas Hill, D. D., LL. D. For Grammar Schools. Boston: Ginn & Company.

The abundance and variety of problems for solution, and the conciseness and accuracy of definitions are commendable features; but we are unable to see the propriety of introducing decimal fractions before the fundamental operations of addition and subtraction. The introduction of decimal fractions at such an early stage can give the pupils little more than a mechanical notion of the subject. The tendency must be to lose sight of the fundamental ideas involved. The knowledge of fractions should precede the knowledge of decimal fractions.

Neighbors with Wings and Fins, and Some Others. For Young People.

Neighbors with Claws and Hoofs, and their Kin. For Boys and Girls. By James Johonnot. New York: D. Appleton & Co.

These two books constitute the *Third* and *Fourth* of the author's "Natural History Series." They cannot fail to delight the boys and girls. Science, story and song are judiciously mingled. The series are admirably suited for supplementary reading.

First Lessons in Physiology and Hygiene; with Scientific Instruction concerning the Physiological Effects of Alcoholic Stimulants and Narcotics on the Human Body. A Text-book for Common Schools. By Thomas H. Dinsmore, Jr., Ph. D., Professor of Physics and Chemistry in the State Normal School, Emporia, Kansas. Published by Potter, Ainsworth & Co., New York, Boston, Chicago.

The entire book is in the form of question and answer.

0 *A Primer*; Embracing the Sentence and Phonic Methods for Teaching Sight Reading. By Miss J. H. Stickney. Boston: Ginn & Company.

Forty-Eighth Annual Report of the Superintendent of Public Instruction of the State of Michigan, with Accompanying Documents, for the year 1884. Theodore Nelson, Superintendent of Instruction.

Examples in Intermediate Arithmetic, for use in Intermediate Department of Public and Private Schools.

Problems in Arithmetic, for use in Grammar School Department of Public and Private Schools. By Julius L. Townsend, Principal Franklin Grammar School, Rochester, N. Y. Published by Scranton, Wetmore & Co., Rochester, N. Y.

MAGAZINES.

Magazine of Western History. Illustrated. \$5.00 a year; 50 cents a number. 145 St. Clair St., Cleveland, O.

The North American Review. Edited by Allen Thorndike Rice. \$5.00 a year; 50 cents a number. New York: No. 30 Lafayette Place.

The Century Illustrated Monthly Magazine. New volume begins with the November number. War articles continued. \$4.00 a year; 35 cents a number. The Century Company, Union Square, New York.

The Popular Science Monthly. Conducted by E. L. and W. J. Youmans. \$5.00 a year; 50 cents a number. Published by D. Appleton & Co., New York.

The Atlantic Monthly. Devoted to Literature, Science, Art, and Politics. \$4.00 a year; 35 cents a number. Boston: Houghton, Mifflin & Co.

St. Nicholas. For Young Folks. Conducted by Mary Mapes Dodge. \$3.00 a year; 25 cents a number. The Century Company, New York.

The Journal of Speculative Philosophy. Edited by Wm. T. Harris. New York: D. Appleton & Co.

The Chautauquan. Organ of the Chautauqua Literary and Scientific Circle. Theodore L. Flood, D. D., Editor. Meadville, Pa.

The Youths' Companion, published by Perry Mason & Co., Boston, is nearing the end of its fifty-eighth year, and is one of the very best papers for young people published. It should be in every house where there are young people.

—THE—

OHIO EDUCATIONAL MONTHLY

ORGAN OF THE OHIO TEACHERS' ASSOCIATION,

—AND—

THE NATIONAL TEACHER.

SAMUEL FINDLEY, EDITOR.

Volume XXXIV.

DECEMBER, 1885.

Number 12.

MORAL TRAINING IN PUBLIC SCHOOLS.

D.
BY PRESIDENT J. H. FAIRCHILD, OBERLIN COLLEGE.

Read before the North-Eastern Ohio Teachers' Association, at Warren, O.

In the circumstances under which this paper is prepared, it seems to me the wiser plan to present a few simple propositions embodying obvious truths, inferences and suggestions on the subject, rather than to attempt an elaborate and extended argument. Thus, at least, inquiry may be stimulated, or the way opened to profitable discussion. The aim of all legitimate education is to prepare the pupils for the duties and the enjoyments of life—for what may be called success in life.

The aim of all training in the public school is to qualify the youth for usefulness in his sphere in life, and for the satisfaction which life brings to those who honorably meet its claims, for the only life which is worth living.

Among all the qualifications essential to this success, a well established moral character must be regarded as pre-eminent. With such a character, whatever else may be present or absent, essential success is assured,—without it, failure is inevitable. If such moral character can be secured, or any essential contribution can be made

in the work, by the training of the school, then this is the legitimate work of the school; and the success of the school must be tested by the result in moral character.

That school life affords a most desirable opportunity for moral culture, is clear, from the fact that it covers the most impressive years of life—from six to sixteen or eighteen—the period when character, in general, takes its form and bent—that during these impressive years school life is the most important feature in the experience of the child and the youth, occupying his thought by day and by night, at home and at school, governing all his arrangements and plans,—that during this period his convictions and habits and principles are formed and become permanent, or receive a direction which tends to permanency, and that during this period he is a pupil, intrusted to the influence and control of teachers to whom he looks for guidance, and from whom he is disposed to receive his opinions and his rules of conduct.

It is clear that if the school is not favorable to the moral culture of the youth, and does not strongly tend to promote it, the family, which is primarily charged with the responsibility of furnishing the child with his outfit for life, cannot afford to commit the child to the guardianship of the school during this period of impressibility. If it involves a loss of opportunity for moral culture, the loss is too grave to admit of compensation in any supposed advantage of intellectual culture; and if the school does not furnish the requisite moral culture, then such loss is involved. The idea that the school can take possession of the child and guide his thought and shape his opinions, and stimulate his ambitions and determine his aims, during a period of twelve years, and still leave no moral impression and have no responsibility in regard to his character, must be utterly without foundation.

The theory that the sole object of the school is to secure in the pupil a familiarity with certain branches of study—a degree of definite knowledge and of mental discipline, has only a plausible foundation. The analogies are superficial. The business of the tailor is to fit the boy with a coat—of the physician to furnish him the needful medicine—of the teacher to help him in the way of reading, writing, and arithmetic. His moral welfare will be provided for at home, in the Sunday school and in the church. But the school constitutes an essential part of his life for a period of years. In acquiring the knowledge and discipline of the school he takes on at the same time the purposes and the principles of his life. The school cannot, if it would, send him out furnished merely with knowledge and mental discipline. He must carry with him a moral character and moral habits, the growth and product of these years of development, generated by his

own personal activity and the constant force of his surroundings. If the school does not favor a wholesome moral growth, the failure is even more grievous than if it were unfavorable to the proper growth and development of the body. Either failure would call for immediate and radical reformation. The theory that the school meets its whole responsibility in intellectual training must be dismissed as utterly inadequate.

Assuming then, that the public school is a school of morals as well as of mental culture, it is in place to inquire what are its facilities for the required moral training? Where does this training come in, and in what forms can it be applied? The aim of all moral training is to establish reason as the controlling force in purpose and in action, in place of impulse—to bring the child, and thus the man, into the established habit of doing what he ought to do, rather than what he wants to do. The ultimate result may be that desire shall wait upon reason, and all conscious conflict cease; but in the earlier stages of moral development, impulse is active and exacting, and the personal, responsible being stands between impulse and self-indulgence on the one side, and reason and duty on the other, and determines his own action and character by his voluntary surrender to the one or the other. Whatever in the training of the child favors the right decision is a help in the establishment of his moral character. Our inquiry is, in what way can the school contribute to the solution of the problem?

It is obvious that the regular work of the school, its daily requirements and tasks, must prove a moral discipline. The pupil is expected to forego the immediate indulgence of the hour, and meet the duty which the hour brings. This necessity, so far as outward conditions can go, is a discipline of virtue. The youth, in meeting these duties of the school, is learning and practicing self-control, and with the habit thus formed is less liable to be driven about by every wind of passion. He is learning to act considerately, to listen to the reason of the case instead of blind impulse. This kind of discipline the school presents, not as its exclusive prerogative, but in common with every arrangement for an ordered and regulated life which society furnishes. The farm, the shop, the manufacturing establishment, every provision for work and responsibility for the young presents a needed moral force, and becomes a means of grace. But among all these the school must stand pre-eminent as adapted to all classes and conditions of youth, even in their earliest years.

Again, the orderly and regulated association of the pupil with his fellows, as provided for in the school, is a helpful discipline. The wants and rights of others must be recognized, and the necessary lim-

itations of society must be accepted. There is danger that the child petted and favored at home, will contract a self-indulgent and intolerant habit, and while in the absence of contradiction he may seem to be amiable and gentle, he may still be growing up into unreasonableness and selfishness. There is a moral discipline in the opportunity and necessity which the school presents, of adjusting personal relations, of yielding to the reasonable demands of others, and restraining and subduing the selfish impulses. The child to whom no such necessity comes suffers a serious disadvantage.

I do not forget that many parents dread for their children the associations of the public school, and in view of the danger, are inclined to make other arrangements for their education. From many years of observation and experience I have formed the conviction that the dangers incurred by such arrangements are, in general, greater than those that are avoided. There is doubtless danger everywhere to the character of the child, but association with his fellows, in a well-ordered public school, is less to be dreaded than many things that suggest no thought of danger. The advantages greatly outweigh the dangers.

Again, the expansion of mind which comes with school training must be regarded as a wholesome moral condition. A cultivated mind, well stored with the material of thought, is less exposed to the temptation to a life of impulse and self-indulgence than the ignorant and untrained. Not that any form or degree of intellectual culture is a guaranty against moral degradation. But the general outcry when one thus favored falls into shame, is a demonstration of the prevailing conviction on the subject. A broad view of life and its opportunities, its hopes and its fears, is in some degree a security against temptation. This is the common judgment of mankind; and statistics confirm the judgment. The teacher, therefore, who is laboring for the expansion of his pupil's mind, for the unfolding of his thought and the education of his tastes and aspirations, is doing much for his moral improvement. All useful instruction is in the direction of moral culture.

But there is special instruction, which is more distinctively moral, that every successful and worthy teacher recognizes as his privilege and duty. A clear setting forth of the proper aim of life, the exhibition of the elements of a true and noble character, placing in contrast the selfish and the mean in action with the generous and self-sacrificing—all such instruction belongs to the school-room, and school life affords abundant occasion for it. Such instruction may be incorporated in the course, with a text-book on practical ethics, or it may not,—these ideas must permeate the school, and help make up the moral atmosphere in which the pupil lives and has his being. They belong to

the school as clearly as to the home, and the child should not lose their stimulating influence when he goes from the home to the school. Wholesome moral growth implies the presence and pressure of these ideas. If the school cannot provide for these it cannot ask us to intrust it with our children. But there is nothing in the school or its relations to the community or to the state which can call for the exclusion of these ideas. If they are not found there the fault must be in the administration of the school, not in its essential nature or its proper work.

But it is not enough that the child is carefully indoctrinated in the right principles of character and action. He may know and approve the right, condemn and still pursue the wrong. The motive of personal influence must come in to re-enforce the action of the child's own conviction and conscience upon his heart and life. This personal influence is in the faithful and conscientious teacher, and it is difficult to over-estimate its power and its value. The relationship is most favorable, and the opportunity it affords is not exceeded except in the closer and more permanent relationship of parent and child. The child's school life is the period of ideals. He has not reached the later critical period in which the ideal yields to the real, and the generous admiration of childhood is chilled by the discovery of a defect or blemish. The child is thus brought under the teacher's personal influence for a period of days and weeks and months and years.

The regard which a generous boy, from eight to fifteen years of age, accords to a cultivated and gentle lady teacher, is scarcely less chivalrous and devoted than that of the accepted lover. A sister of mine, teaching many years ago in a country place in Michigan, discovered one day that a boy in her school had picked up from the floor a single crinkled hair from his teacher's golden tresses, and preserved it shyly in his book for weeks as a secret of his own.

This personal influence of the teacher is a mighty moral force in our public schools, the operation of which cannot be essentially hindered by any restrictions or arrangements. I have sometimes had an apprehension that the more exact organization of the school in our own day, the supposed necessity of working for statistical results, would have the effect to make predominant the mechanism of the school instead of the personal power of the teacher. There is loss as well as gain in the thorough organization, if the teacher is thereby hampered in his personal influence. But whatever may be true in this direction, the genuine unselfish, faithful teacher, must always stand in the school a potent force for the formation and establishment of desirable character. And it is a satisfaction to remember how generally our schools

are furnished with such teachers. The position carries with it too distinct and pressing a responsibility to attract the young man of unsettled character, and objectionable habits. The consciousness of low aims and an unworthy life must be too heavy a burden to bear in the presence of an eager and plastic throng of youth who are to be moulded to the pattern of that character and life. The man must be, sooner or later, either transformed by the pressure, or retire before it. The position can have no attraction to the frivolous young woman, whose only concern is what shall she wear, and whom shall she see. The work is attractive to the earnest and the worthy, and those who are intrusted with the responsibility of selection are very much inclined to find room for such. It is doubtful whether in any calling or profession in our country a higher standard of character is demanded and maintained. While this continues our schools must, on the whole, contribute to the moral education of their pupils.

But here we come upon the point of greatest difficulty and delicacy, —the place of religion in the schools. Here we encounter the American idea that schools established by law and maintained by taxation, must be not only unsectarian, but also without any form of religious observance or recognition of the great facts of religion. I cannot stop to discuss this extreme view of the secularization of the school; but I must express, with some confidence, the conviction that if this view shall obtain and control the administration of the schools, our common school system will vanish from the land. The price paid for its advantages will be too great.

For the present purpose it is sufficient to say, that all moral instruction and training must prove superficial and futile, that does not rest on the background of religious ideas and convictions. I have spoken of the moral atmosphere of the school. The vitality, the inspiration, the electricity, so to speak, of that atmosphere, is the thought of God, and of the endless life. I grant the theoretical possibility of a moral system, drawn wholly from human nature and human relations, and limited in its application to the earthly life. If there were no God and no hereafter, if death were the end of all, it would still be true that every man should love his neighbor as himself, should subject impulse to reason, and live an ordered and unselfish life; and this obligation every man, every child would apprehend, by virtue of his rational nature. Such a life would be the only reasonable one, but the motives for its accomplishment would be greatly wanting. The practical maxim of life would be, "Let us eat and drink, for to-morrow we die." The child and the man alike need, as a safeguard against these low, materialistic views of life, and the degradation of character which must

follow, a sense of the great facts of the spiritual world, and these ideas must have their place in the school-room, and come into adjustment in the mind of the child with all the material of thought which he gathers in his daily work. It may not be necessary that any distinct or systematic religious instruction should be given in the school. Yet even this could hardly be out of place, in view of the fact that the sentiment of religion occupies so prominent a place in human nature, and the history of religion is to so great an extent the history of the world.

By what special arrangements these religious ideas shall be maintained in the school, is a question of practical wisdom which belongs primarily to the teacher himself. Boards of education rarely undertake to regulate the matter, and they show their wisdom in leaving it where it belongs. Still less can the state wisely legislate upon the subject. The religious sentiment of the local community apprehended and expressed by the faithful and conscientious teacher who will naturally be in sympathy with that sentiment, is the safer regulative force.

The Bible should unquestionably hold the place of honor in the school-room as the great religious book of the world—the treasury of wisdom and light and inspiration. A copy should be found on the teacher's desk to be often referred to by teacher and pupils as freely as the standard dictionary. Its reading at the opening exercises of the morning by teacher or pupils, or both, must always be appropriate. The voice of prayer, at such times and in such form as a true religious instinct would suggest, could not be out of place. In such a circle as the school-room presents, of sensitive, impressible and sympathetic youth, invaded from time to time, as the years go by, by sickness and death, that prayer should be interdicted, would be doing violence to our common humanity. If this is ever done, it is at the dictation of a bigotry of skepticism, which may be as intolerant as the bigotry of dogmatism.

There remains one avenue for the introduction of religious ideas and impressions which can never be closed, and is always available—that of sacred song. The children must sing as well as the birds. The ballad or the song is the only possible vehicle of their music, and the only sentiment which will bear the reiteration which the school-room requires is the religious sentiment. "Ben Bolt," "Annie Laurie," or even "The Last Rose of Summer," will be good in its place, but every such song must give way at times to some such sacred words as "Shall we gather at the river," "He leadeth me," or "How gentle God's Commands." By such means as these the thoughtful teacher, in whose heart the substantial facts of religion have

an abiding place, will be able, without trenching upon any sectarian ground, or offending any individual agnosticism, to keep the religious sentiment alive and operative in the school. Thus the common school, representing the best thought and life of the community, becomes naturally, and almost inevitably, a school of wholesome moral culture.

MARCELLUS FULLER COWDERY.

BY ANSON SMYTH, D. D.

One by one our fathers and brothers fall, leaving to us memories to be cherished with honor and love. When I came into the school work in 1851, among the leaders in the efforts to improve the popular education of the State, none held a higher place in our confidence and esteem than H. H. Barney, Lorin Andrews, Asa D. Lord and M. F. Cowdery. I never met Samuel Lewis, for he had gone before I came, but the educational skies were still aglow with the radiance of that noble life which had then so recently sunk below the horizon. Isaac Sams and William M. Edwards were good men and true, though they were not stars of equal magnitude with those who made up that bright constellation, the first four that I have named. Dr. Ray was of much influence, but at the time I knew him he was rather an author than a teacher. All these have gone to their reward. Holbrook, Leggett, Rickoff, Harvey, and some others, were prominent as educators, though somewhat younger than my quaternion of stars, and to my gladness they still remain among the living.

I can never forget the four men first named in this paper. Barney became our first State Commissioner, having previously been distinguished as an instructor in Cincinnati. The condition of his health was a restraint upon his activity and influence while holding the State office. Very much that called for vigorous accomplishment, he was obliged to leave undone; still it may be written of him: He did what he could. He was a bright and clear-headed man, and while he and I were, by will of the people, competitors for the succession of his office, close friendship was maintained between us. He desired a re-election, but, so far as I knew, the means he took for securing it were fair and honorable.

What shall I say of Andrews? Words fail to express my admiration for that dear man. His heroic and self-sacrificing spirit as he went through the State, working up a public sentiment which called for and secured our School Law, his subsequent presidency of Kenyon, and

his service in the army, all praise him and secure for him imperishable honor. In mental power and in education he was not superior to many of the men I have known, but in earnest devotion to the work which he had in hand, in generosity and manliness, he has had few equals. For more than twenty years his body has slept in his Gambier grave, but I can see him now as I saw him in institutes, in his presidential chair, and at the head of his regiment. Blessed Lorin Andrews!

Lord was a man of marked quietness in his manner, but his soul and all his excellent capabilities were fully consecrated to the service of the cause to which he had been called. He was in thorough love with the very best interests of the public, and by teaching, editing and lecturing he made his power felt throughout the State.

But it is of the last named member of this honored quaternion, the last to finish his work and fall asleep in death, I am specially to speak in this paper—Cowdery. This man had a claim on my gratitude such as had no other of the Ohio educators. When a youth, I had some experience in the teaching of district schools, and after leaving college I was for one year principal of an academy on the banks of the Hudson; but my preparation had not been for the work of managing graded schools, and when most unexpectedly I was called from the pulpit to organize, set in motion and supervise the system in Toledo, I most seriously felt the need of experience in such work. For four months through the winter I went forward as best I could, but the Spring vacation of two weeks found me sitting at the feet of the Sandusky Gamaliel, as an earnest learner. If there was then west of the Alleghanies a man better qualified for school management than M. F. Cowdery, I know not his name or where he lived. When I returned to my work and commenced my next term, I was the better prepared for what I had learned in Sandusky. From that day on I never spent an hour with Mr. Cowdery without learning something which was of use to me and profit to the cause in which I was engaged. As he was the first man acting in the management of a system of graded schools with whom I became acquainted, so from that day onward till we both retired from this work, he was in my estimation Head Master in this regard of all the good men with whom in after years I came in contact.

Mr. Cowdery was born in Pawlet, Vermont, August 31st, 1815. In his early life the family removed to Leroy, N. Y., at which village and in Canadagua, a town distinguished for the excellence of its schools, he acquired an education which qualified him for teaching, but which

he never ceased to carry forward, for he was always a student. When he reached manhood the family removed to Ohio, and located in the county of Lake. About forty years ago, he became associated with Dr. Lord, M. D. Leggett and John Nichols in the management of a large and influential academy at Kirtland. His special work was teaching Latin and Natural Sciences. One year before the enactment of the Akron School Law, in 1849, he was called to the superintendence of the schools of Sandusky, in which position he remained for twenty-three years. At that early day, Sandusky, in respect to the character of its schools, was in advance of most of the towns of the State. Men well qualified for the position were in its board of education, who stood by and supported Mr. Cowdery in improvements such that resulted in giving that city honorable prominence. New school buildings were erected and new methods of teaching adopted, and evidences of progress were in all directions manifest. No man better than he deserves to be acknowledged as one of the most influential forces in imparting that impetus which led to the honorable place which Ohio now occupies in respect to educational distinction.

Among the personal qualities which led to his success in school work was his *uniformly good health*. Though always a hard worker, he lost no time from sickness. He was so temperate in all things, so regular in his habits, that he felt constant vigor and strength for his calling. I do not suppose that anything could have induced him to indulge in any practice which could impair his physical force. Many teachers break down and disqualify themselves for the work of teaching by courses which they do not intend shall injure them. Late hours and undue amount of time devoted to amusements, and various fashionable dissipations ultimately tell their result in enfeebled constitutions. Not so was it with Mr. Cowdery.

He was distinguished by *untiring industry*. He was zealous of good works, and his zeal was according to knowledge. No man could more truly repeat the words, in application to himself,

"Count that day lost whose low descending sun
Sees from thy hand no worthy action done."

Laziness is a sin for which he will never have to give account.

He seemed to possess an *intuitive knowledge of the characters* of those with whom he had to do, whether parents, teachers or pupils. He gathered around him a corps of instructors who were capable of becoming like himself in temper and purpose. They felt the inspiration of his earnest life, and his example changed them into his own spirit. A superintendent of schools can possess no more important quality

than that seen in the selection of his teachers, and in this respect Mr. Cowdery greatly excelled. But that characteristic of this admirable man which contributed largely to his great success, was seen in the fact that he cared not less for the moral than for the intellectual improvement of the pupils in his school. The heart, not less than the head, was his constant concern. To those who have read his "Moral Lessons" I need not attempt to show this characteristic of the man. Nothing pained him more than to see one of the boys going wrong. He was emphatically a manly man, and all meanness and dishonesty excited his earnest disapproval and his best efforts for correction.

Mr. Cowdery's life was distinctly marked by *Christian principle*. In his youth he became a communicant in the church of which the father of ex-President Arthur was pastor. On his removal to Sandusky he joined the Congregational church of that city, in which fellowship he remained to the end of his days, for many years serving it in the office of deacon. No one ever questioned the sincerity of his religious profession, for this was transparent in his every-day life.

I have spoken of my first visit to Mr. Cowdery, which was more than thirty years ago. I met him for the last time four years ago, and enjoyed the hospitality of his beautiful home, which, with its environments, spoke of his excellent taste. In and around his grounds were trees for shade and for fruitage. Flowering shrubs and vines were the culture of his own hand, and his example in regard to home and city improvements became contagious. No man has done more than he to promote the material prosperity and beauty of the town in which he lived for thirty-seven years. One year ago last spring I called again at his home, but found him not, for he was in another State, seeking the restoration of his impaired health. Some months previous he experienced a paralytic stroke from which he never fully recovered. On the 26th day of September last, he passed to another home more radiant with beauty than that which he left behind. With Andrews, Lord and many others whom he knew and loved on earth, he now walks the streets of Paradise. Brave for the right while here, they acted their important parts, and

"With us their names shall live
Through long succeeding years;
Embalmed with all our hearts can give,
Our praises and our tears."

In May, 1847, Mr. Cowdery married Miss Harriet Wells, of Farmington, Ohio, who still lives, and who has ever proved herself worthy

of such high companionship. To her our thoughts will often go as she remains in that beautiful home, now made desolate, and with her we shall deeply sympathize as she sits in the shadow of her great sorrow.

Cleveland, November, 1885.

A LETTER TO THE READING CIRCLES.

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DEAR FELLOW-TEACHERS:—It seems that those who would enlist others in the Reading Circle are met with divers and diverse objections; for Mrs. Williams, in the September MONTHLY, shows conclusively that “there is no occasion for any one to complain that the course is too short or too simple.” My appeals for recruits have been met with the statement that the teacher who has supplementary reading to do for his school, and daily papers to read, cannot find time for so comprehensive a course. The truth is the course is elastic and can be adapted to the individual’s ability and time. My present desire is to reach those who feel a scarcity of the latter. Since the first of September, I have read every book in the course carefully, using for the history Bryant’s Popular History of the United States, reading about four hundred pages of it, and have kept an accurate account of the time spent in reading. Owing to the fact that close reading constantly practiced may have given me more than the average facility for taking in the contents of the printed page, I have doubled the time required by myself; and I find that by reading twenty minutes each day, six days of the week, for twenty-eight weeks, any teacher may complete the course laid down. Who cannot spare twenty minutes each day for general reading? If you are a teacher in a locality where you are debarred from the pleasure of joining a local club, will you not undertake the course for your own pleasure and profit, and send in your name to the corresponding secretary of your county?

If you are in a position where you are in any way responsible for the work of subordinate teachers, do you not know that you cannot improve the schools under your care more certainly in any way than by making your teachers reading and thinking teachers?

As this is an informal letter, I shall tell you a few facts about our own circle, which is now in the third year of its age. First, that nearly all those who joined it at its organization are still members, and, if possible, more interested in it than ever. Second, that some

who at first were a little timid about expressing themselves on matters connected with our work, now talk freely and well upon it. Third, that it has promoted a feeling of good fellowship among its members, which makes them willing to assist each other in any laudable object, and causes them to sympathize with each other in trouble. Fourth, that my careful observation warrants me in believing that its members are improving the discipline of their schools by the use of higher motives, and that their interest in the scholarship of our profession is increasing.

And now a little as to our methods of conducting our society, which are very simple, but yet meet our needs better than more formal ones would meet them. We hold our meetings the first Monday evening of every school month, from seven to nine o'clock, at the home of one of our members. The program for our next meeting will give you an idea of our plan of work. After roll call and the reading of the minutes, the executive committee will report the reading laid out for the following month. This will take in all about ten minutes. The remainder of the first hour we shall spend in reading from *The Merchant of Venice*, which we now complete. All the members take part in this reading. The second hour will be given to a paper prepared by one of our teachers on an educational topic, followed by a discussion of the first and second lectures of Payne. The teachers will have read these lectures, marked passages which appeared to them especially true or applicable to their work, will corroborate some things by relating facts from their own experience, and ask questions about points which they have not clearly understood, or in regard to which they wish the experience of other teachers. These talks are valuable to us in more than one way. Holmes some place says that "a man must express himself on a subject to know what he really thinks." Nine o'clock is our hour for adjournment, but some of us talk a while longer and then take each other home. Don't you think we have a good time?

Who will join our O. T. R. C.? Remember we ought to have a pride in what that first letter stands for. I too, was at the meetings at Saratoga, of which Mrs. Williams and Mr. Burns have written you; and although in a more humble capacity, I felt all the pride that they felt in Ohio's having started the movement, and all their desire that no other State should pass us. Do not let us give up our position,—*even to Iowa.*

Very truly,

MARGARET W. SUTHERLAND.

PRIMARY READING.

BY THE EDITOR.

Reading is the most important branch taught in elementary schools ; it is also the most difficult branch for both teachers and pupils, requiring long continued application and much practice on the part of the pupil, and intelligence, skill and patience on the part of the teacher. So impressed was President Hill, of Harvard, with the magnitude of the task of learning to read, that he said, "There is no man living, in England or America, who has learned, or can learn to read the English language ; that is, to pronounce correctly at sight anything and everything written in it." Teaching to read in a skillful way involves so much of instruction and mental discipline as to fulfill almost the whole purpose of elementary education ; so that, by the time a child has learned to read well, his faculties have received a large amount of training, and he has in possession the key that unlocks the storehouses of knowledge.

A superficial analysis of the process of learning to read shows it to consist mainly of three things :

1. Learning to see words accurately and quickly.
2. Learning the meaning of words singly and in sentences.
3. Learning to utter words in sentences with distinctness and expression.

Since a true method of teaching is always based on the natural method of learning, we have, corresponding to these, three things involved in the teacher's part of the work. It must be his aim,

1. To train the eye to see.
2. To cultivate the intelligence.
3. To train the vocal organs and cultivate expression.

This analysis enforces what has just been said, that to teach reading in a skillful way, involves so much of instruction and discipline as to accomplish almost the whole purpose of elementary education.

Seeing is a chief function of the mind ; complete seeing is the foundation of all valuable mental attainment ; and training children to see should be the chief business of elementary teachers. It is said that there is a school in Paris for the training of thieves. Much of the training has reference to sharp seeing. The pupils are practiced in enumerating and describing objects seen in passing along the street, until they are able to make an inventory of the articles in a dry-goods window, after passing it rapidly but once.

The child that can see sharply will usually make rapid progress in learning to read ; and all exercises which tend to beget the power of

ready and accurate seeing may be considered auxiliary in the work of teaching reading, while at the same time a right method of teaching a little child to read is a most excellent means of begetting in it the power to see.

There are three principal methods of teaching young children to read, namely :

1. The a b c method.
2. The word method.
3. The phonic method.

The first of these, though time-honored, has little to recommend it. On the contrary, it is surprising that a process so stupid and stupefying should hold its place so long, and still continue to hold its place in many schools, as this does. It consists in teaching the child to recognize at sight the twenty-six arbitrary characters which are used as signs of the elementary sounds of the language, and to call each by a name which has little or no resemblance to the sound or sounds for which it stands. Then he is taught arbitrarily that certain combinations of these characters represent certain words. In any given case, the child has not the slightest clew to the word in either the letters themselves or the names by which he has been taught to call them. Alphabetic spelling, so far from being an aid to the proper pronunciation of words, often leads directly away from it. For examples, the alphabetic spelling of the word *leg* gives *elegy* ; *fig* gives *effigy* ; and the first syllable of *ditty* gives *deity*.

But for the pronunciation by the teacher of every word as spelled by the pupil, learning to read by this method would be an utter impossibility. As it is, by dint of almost endless repetitions, the pupil begins, in the course of time, to discover that the same letters are constantly recurring, and unconsciously to attach to each its appropriate phonic value ; so that the alphabetic method of learning to read is, in short, a very clumsy way of acquiring the sounds of the letters. The letters themselves are of no value to the pupil in making out new words until he knows what sound is represented by each.

The *word method* consists in teaching pupils to call words at sight, without any regard to the elements that compose them. In Great Britain and Canada it is often called the "look-and-say" method. Its advocates claim that it is natural, and analogous to the universal method of learning spoken language. In learning to talk the child always begins with words, not with letters nor with their separate sounds. It is also claimed that the word method affords more interest to the pupil, and so excites his powers to more rapid acquisition. But the satisfaction the teacher derives from the rapid progress of the pupils in the

knowledge of a limited number of words, should not blind him to the fact that the analysis of words into their elementary sounds is only postponed, and must be accomplished before his pupils can be said to have learned to read. The method, after all, is only another and a more indirect way of learning to associate with each letter the sound or sounds for which it stands. After learning a considerable number of words as wholes, the child begins to discover that the same letters are constantly recurring, and at length comes unconsciously to attach to each letter its appropriate phonic value. He is at last in possession of the key to the language, that lay conspicuously before him at the outset. He has reached the process of analysis and synthesis, but later than necessary, and with little of value to show for the time spent and the loss of the disciplinary benefits which might have been secured.

The *phonic method* consists in teaching the pupil the sounds of the letters instead of their names, and to combine these sounds so as to form words, thereby furnishing him with an instrument which he can use himself in gaining a knowledge of a large majority of words in the language. The irregularities of our language present some obstacles to the successful use of this method ; but when we consider that these irregularities must receive special attention, no matter what method is pursued, and that the child that knows the sounds of the letters has a key to nineteen-twentieths of the words in the language, these obstacles sink into insignificance. It cannot be denied that this method well carried out does furnish the child a key to the great majority of words, and reduces the stumbling-blocks to a minimum. Some teachers are so skillful in the use of diacritical marks and other devices in connection with the phonic method, that the obstacles presented by our irregular spelling almost entirely disappear.

The chief objection which has been urged against the exclusive use of this method is that it is unnatural and unphilosophical. In learning spoken language, the child does not begin with elementary sounds, but with spoken words—the units of language; and this, it is thought, suggests the natural method of learning written language. To my mind it indicates the way of approach, the starting point; but it has little weight against the conclusion, drawn from observation and experience, that the safest and surest, as well as the shortest road to good reading is through a knowledge of the elementary sounds of the language and their corresponding symbols.

I desire to say, however, that the wisest and best teachers of this day do not confine themselves strictly to the phonic method, nor to either of the other methods described. A union of what is best in all

the three methods is found to be most in accordance with correct educational principles, and to produce the best results; and this gives rise to what may appropriately be called the *eclectic method*, the principal features of which I shall endeavor to state.

1. *Its starting point is to teach the child to recognize at sight words with which he is already familiar in spoken language.* He knows words as sounds; he now begins to know words as forms. The child at first acquires spoken language by a natural impulse which causes him to practice unconsciously but persistently, the association of ideas with their corresponding sound-symbols. The natural approach to a knowledge of written language is similar. Familiar ideas and their well known sound-symbols are associated with their corresponding form-symbols, until each readily suggests either or both of the others. A child *knows* a word when he can pronounce it correctly at sight, and it readily suggests to his mind the idea of which it is the symbol. One reason why learning to read is often such an irksome task may be found in the failure of teachers to keep up in the pupil's mind this relation of words and ideas. Learning words as unmeaning sounds and forms is very dull work, as those of us realized who began the study of Latin by memorizing the paradigms, *hic, hæc, hoc*, etc.

Thus far, we are following strictly the word method, and rightly, for the word is the natural starting point. The word is the natural unit of language. The child already knows words as integral elements of spoken language, and, on the principle of proceeding from the known to the related unknown, his next step is to learn words as integral elements of written language.

But we have already seen that a child cannot learn to read without learning to associate with each letter its appropriate sound. To this he must come directly or indirectly, sooner or later, no matter what the method pursued. It is only a question of time and ways and means. This leads me to say,

2. *The sounds and names of the letters are best learned by the analysis of familiar and easy words.* The practice of good teachers varies as to the time of beginning this work of analysis. Some proceed, as soon as the pupils are able to recognize a word at sight, to analyze it both by sounds and by letters. Others prefer to put off the work of analysis until the pupils have acquired a considerable vocabulary and are able to read simple sentences readily. Painstaking and persistence are necessary when it is undertaken.

3. *This process of analysis should be followed soon by one of synthesis.* As soon as the letters and their principal sounds are known, the child should be practiced in combining them into familiar words. This is

important. Sufficient practice should be given to beget facility in making out new words from the sounds of the letters composing them. This gives him practice in using the key which he now has in his possession, and of this he should have abundance.

4. *As soon as the pupil gets fairly started at reading, it is important that he have an abundant supply of easy and entertaining reading matter.* Conning over for a whole year the lessons of a single first reader does not furnish the necessary conditions of good progress. There should be many repetitions of the same words in different relations, to fix them firmly in the mind, the subject matter being as interesting as the repeated use of a few words will permit. A class, while mastering the first reader, could use profitably at least five times as much matter as the reader contains, provided few, if any, words not found in the reader are introduced. A few hundred words thoroughly learned by practice of this kind would constitute a sure foundation for excellent reading. It is a well known fact that, as a rule, pupils that have plenty of suitable reading at home, advance more rapidly and read more understandingly than those who have not. Children learn to read by reading; and to become good readers in a reasonable time they must read a great deal.

5. *An essential part of reading is to get the sense.* The pupil must understand what he reads. In the early stages, every new word should be thoroughly mastered, both as to its meaning and its pronunciation, before there is any attempt to read a passage in which it occurs. Advancing, the reading lesson becomes more and more a language study. The meaning of words must be learned, the significance and force of phrases and sentences must be understood. In the light of such an ideal, what wretched work goes on in the schools! What stumbling and bungling, and drawling and mumbling come of pupils attempting to read matter for which they have had no suitable preparation!—sometimes matter entirely above their comprehension! Dr. Thomas Hill, already quoted, says, “To allow a child to read what he cannot at least partially comprehend, is to encourage him to read without thought, which is the greatest hindrance to literary and scientific progress. If his intelligence be not called into play, or if he have little general intelligence, his reading is likely to be of little worth.” This suggests an important consideration, too commonly overlooked, that true progress in reading cannot more than keep pace with the child’s growth in intelligence. Good reading implies a considerable degree of intelligence, and to expect a child to become a good reader without other intellectual attainments is unreasonable.

There are clearly two distinct exercises which must be carried on

simultaneously in order to the fullest success in learning to read. One is thorough drill on a limited amount of matter, such as the pupil can master fully—not only to be able to call the words at sight, but to understand and appreciate the thought and sentiment. The other is practice in reading entertaining and instructive matter, entirely within the pupil's comprehension and calculated to form his taste and beget the habit of reading. The first of these will require most of the teacher's time and effort; the other may be done largely out of school, but under the teacher's direction.

6. It is scarcely necessary to add that *the pupil should be trained from the start in the right use of his voice*. No drawling nor ear-splitting tones should be tolerated. Naturalness and ease of manner and pleasant conversational tones are preferable to studied attitude and utterance.

ACCURACY IN TEACHING READING.

BY SUPERINTENDENT PEASLEE, OF CINCINNATI.

Repeating or omitting words, or substituting others not in the reading lesson, is one of the most common faults with which teachers have to contend. This fault, however, is not confined to children. Comparatively very few adults can read half a column in a newspaper without blundering. Within the past year, as also in previous years, I examined a number of the Cincinnati schools for the purpose of ascertaining the average number of lines classes could read without making one of the above mistakes. As it would consume too much time to examine every pupil, I selected at random, from classes of all boys or all girls, five, and from classes consisting of boys and girls, four of each sex. I found, first, that in most of the classes the average number of lines read was small, usually from eight to fifteen; secondly, that the girls were, as a rule, the most accurate readers; and, thirdly, that those who were able to read a large number of lines were universally good spellers. To assist in breaking up this bad habit, I have recommended that one lesson in five—not more than this—be given during the coming year in the following manner, viz.: Let the teacher take some piece with which the pupils are familiar, and see how many of them can read,—if poetry, two verses, if prose, ten lines—without making either of these mistakes. When a pupil makes a blunder in reading, for example, his two verses, let him be seated at once, and another try, till some one has read them; then proceed in

the same way with the next two verses, and so on, till the piece is completed; then test them on pronouncing the words backwards in the same manner. Pronouncing backwards is a very important exercise in this connection, as a pupil is compelled to look carefully at each word or fail. Now and then vary the lesson by having the class pronounce backwards in concert. Teachers who desire to give percents in this work can readily do so by allowing ten per cent. for each line up to ten lines, or one hundred per cent.

I speak with confidence when I say that great improvement will result from adopting this plan; for, in my examination last year, I found some very remarkable classes—one in which five out of six of the pupils called upon at random, read Bryant's "Thanatopsis," and that part of Tennyson's "Enoch Arden" found in McGuffey's Revised Sixth Reader, without making a single mistake, and a number of other classes in which the pupils were exceedingly accurate. On questioning the teachers, I found that each of them had pursued this or a similar course. At the opening of the schools in September, I requested each teacher in grades above G (second year) to test the pupils of her class early in the term, and keep a record of the average number of lines read, and then again near the close of the schools, in June, using care not to examine on the same pieces, or on those on which the pupils will have had more drill than on the first, and report the result to me. I cautioned the teachers not to give too much attention to this mechanical part of reading, as the great object in teaching reading is to give the pupils power to grasp the thought from the printed page, hence much of the time in this branch of study should be devoted to the logical analysis, to ascertaining the meaning of what is read, that no word, no sentence, may be passed over without being understood by the pupils.

PENMANSHIP.

BY W. C. SHOTT.

In the perusal of the MONTHLY, I find one of the most important branches taught in the common schools left somewhat in the background, viz. : penmanship. A good handwriting in this day, is a necessity for all who aspire to business or social position. Young people should early be taught to spare no pains in establishing themselves in correct habits of position, pen-holding and movement; for without due attention to these primary requisites, a lifetime of practice on the best models would show little, if any, genuine improvement. A legible

and rapid writer, in these days when seconds of time are valuable, has already a fair start on the road to success; for not only has his hand been trained to make distinct and graceful letters, but he has also received lessons in order, exactness and beauty. Not many years ago, beautiful writing was executed with laborious care, the pen being lifted once or more to form each letter. It might well be called pen-drawing, or engrossing.

By much study, skill and perseverance, a system of writing has been perfected which combines elegance and rapidity in their highest conditions; and so natural is this system that, under proper instruction, it is more difficult to become a bad writer than a passably good one.

But let us notice the manner in which writing has been and is taught in our country schools, and even in many of our city schools. The children usually take the pen, not later than the third year of their school life, and write from a half-hour to an hour a day, as long as they attend school, writing but little better when they leave the school-room than when they first entered it; while at the same time they are fair scholars in all the other branches. The goose-quill was formerly in general use, and if the teacher was not an expert at making quills into pens, it was counted a serious defect in his outfit. The teacher was also expected to write copies for each pupil to practice at his own pleasure, without any instruction from the teacher. Even at the present time, teachers may be found drawing a line across the blackboard slowly and cautiously, on which he draws in the same manner a quotation from some eminent author; saying to the pupils, "notice how the letters are formed, and make them carefully and neatly." Such teaching, if teaching it may be called, is more harm than benefit. The pupils form bad habits, which, if they ever become good writers, will have to be broken up; and how difficult we find it to break up old and fixed habits! And then we have copy books containing printed copies. The sooner they are out of the school-room the better.

How should we teach writing? We would not think of teaching the other branches as they were taught forty or even twenty years ago, and is it not possible that there is a better way of teaching writing? Many teachers make the mistake of trying to teach the pupil something he already knows. Time is spent on the analysis of the letters which ought to be spent in acquiring skill in handling the pen. The notion that a knowledge of form is the only true way of acquiring a good handwriting, is a mistaken notion. If it be true, why use the pen at all, until we have mastered the analysis of the alphabet? The true theory is, *teach movement first, and the form* of the letters will be but a small matter.

See that the pupils have the proper position, hold the pen correctly, and then begin at the *beginning*. Give them exercises to develop and train the muscles of the arm and hand, *and practice them rapidly from the start*.

We do not wish to be understood that *form* is not essential to good writing, but that *movement* comes first, and form follows naturally and easily.

Of course the teacher must himself be able to execute well, with either pen or crayon, before he has any right to expect the best results in his pupils. In this, as in every other art, careful and persistent effort will overcome all obstacles.

Sandyville, Ohio.

WRITE SLOWLY AT FIRST.—C. H. Peirce, in the *Western Penman*, gives the following analogical proof that children, in learning to write, should make no attempt at rapidity until they have attained a fair mastery of the forms of the letters :

“Is arithmetic taught rapidly from the beginning? Is music taught rapidly from the beginning? Is reading taught rapidly from the beginning? Is telegraphy taught rapidly from the beginning? Is phonography taught rapidly from the beginning? Is gymnastics taught rapidly from the beginning? Is calisthenics taught rapidly from the beginning? Is running learned rapidly from the beginning? Is walking taught rapidly from the beginning? Is talking learned rapidly from the beginning? Is the development of mind or of muscle a rapid process, or have we we a right, in accordance with the laws of the universe, to expect rapid development, rapid growth, where we also expect durability and proficiency? The various applications of steam and electricity are a development of mind, and each as a force does its work; but each had a slow, steady growth. Careful training may bring one in possession of great power, but rapidity in the beginning is discountenanced by all masters in all callings.”

DECIMAL FRACTIONS.

BY E. H. STANLEY, MT. UNION, O.

The definitions of Decimal Fractions are about as numerous as the authors of arithmetic, but the different positions taken may be reduced to three: first, that the denominator may or may not be expressed, as,

that both $\frac{7}{10}$ and $.7$ are decimal fractions, (see authorities quoted in last number EDUCATIONAL MONTHLY, and others); second, that when the denominator is expressed, as $\frac{7}{10}$, it is a decimal fraction, and when the denominator is not expressed, as $.7$, it is a *decimal*, (see Brooks, Greenleaf, etc.); and third, that only those expressed without the denominator, as $.7$, $.07$, are decimal fractions or decimals, (see authorities quoted below, et al.). The question, however, is one of more than expression. Ultimately, it is whether decimal fractions shall be considered subordinate to or co-ordinate with common fractions. Most authors say they are co-ordinate, but some who do are so illogical as even then to treat the one as a class of the other. As to the method of expressing decimal fractions, White says there are three ways, which I may illustrate by *seven-tenths*, $\frac{7}{10}$ and $.7$. So are there also three ways of writing integers, as *seven*, VII and 7. Now to me it would seem about as reasonable to call the Roman VII an Arabic number, as to call the common fraction $\frac{7}{10}$ a decimal. The decimal fraction has worked out a form of its own as distinct from that of the common fraction as 7 from VII, and I am in favor of giving it that form and none other. Most authors and most people speak of "expressing decimally," of "expressing as a decimal fraction," etc., and are not misunderstood, but if that means no special form, it is a blind expression and should not be led into an exact science.

The fact is that all think of the decimal fraction as what I may call the integral expression of the fraction, and $\frac{7}{10}$ and $.7$ are the same thing in no better sense than are $\frac{3}{4}$ and $.75$, or $\frac{7}{8}$ ft. and $7'$ or $\frac{7}{8}$ bu. and 4 qts. One equals the other, but $\frac{7}{8}$ ft. and $\frac{7}{8}$ bu. would hardly be called integral numbers, because $7'$ and 4 qts. can be expressed that way, any more than would $\frac{3}{4}$ be called a decimal fraction. By no means would I fail to have my pupils understand fully the relation between common and decimal fractions, how one may be changed to the other, etc., but I would teach that there are two co-ordinate divisions of fractions, that when $.7$ is written $\frac{7}{10}$ it then ceases to be a decimal fraction and becomes a common, just as much as $.75$ does when written $\frac{3}{4}$, or as 7 when written VII ceases to be an Arabic number, and becomes a Roman, or as $\frac{7}{10}$, $\frac{7}{100}$, etc., are fractions and not integers, though equal to 7, (and I think that very few would call $\frac{7}{10}$, $\frac{7}{100}$, etc., decimal fractions, but certainly they are as much so as $\frac{7}{10}$ or $\frac{7}{100}$.) And I would emphasize that in form, $\frac{1}{10}$, $\frac{7}{10}$, $\frac{1}{100}$, $\frac{7}{100}$, etc., are common fractions as much as $\frac{1}{2}$, $\frac{1}{3}$, etc., and if changed to decimals, must undergo the same operations.

The Encyclopedia Britannica says, on p. 531, vol. 2, "In the ordinary denary notation, a figure in combination with others, has only

the tenth part of the value it would have if removed a place towards the left; thus, * * * * * . By an extension of this notation we obtain a species of fractions that are often of very great use, especially for purposes of comparison. If we mark the place of units by a point put after it, and write other figures after the point, we can denote by the first of these figures one-tenth of the value it would have in the units' place; by the second, one-hundredth part, and so on. * * * * * These *decimal fractions* or *decimals*, therefore, are fractions of which the numerator only is written, the denominator being the continued product of as many tens as there are decimal figures."

The American Encyclopedia says: "A decimal fraction is one whose denominator consists of 1 with zeros annexed, in which case the denominator is not written, but is understood from a point being prefixed, with zeros if necessary."

Ray's Revised Arithmetic says: "A *decimal fraction*, or *decimal*, is one or more *tenths*, *hundredths*, *thousandths*, etc., written like the orders of integers."

Holbrook defines a decimal fraction as "A fraction whose denominator is not expressed; but is understood to be such a power of ten as is indicated by the number of figures at the right of the separatrix."

Olney says that "Fractions which arise from the *Decimal Division* and are represented by means of the decimal point, and without the denominator expressed, are called Decimal fractions."

Other authorities might be quoted, but let these suffice and serve as the basis of my argument, that, as they all say, the decimal fraction does not have the denominator expressed.

As to the distinction between the terms decimal and decimal fraction, it is not recognized by many, nor is it a good one; for, strictly speaking, all numbers, whether integral or fractional, expressed in the decimal notation, are decimals. Neither is the use of the word decimal for decimal fraction exactly proper, for same reason, but for convenience such use is made, and no one mistakes the meaning.

In conclusion, I am not ready by any means to say that those who differ from this consideration of decimal fractions are wrong, any more than that the old process of grinding flour was wrong, but I do say there is a better way in the one as well as in the other, though there are those who even yet insist that the old hand-ground article of the days of Abraham, Isaac and Jacob, or the more improved burr of later times, is superior to the flour produced by the modern roller process.

NOTES AND QUERIES.**A PLEA FOR PHYSICAL CULTURE.**

Most teachers and parents act as though learning were everything and health nothing. The parents rest perfectly satisfied, while the health and happiness of their children are slowly but surely impaired by sitting for five or six hours each day in a close, crowded room, under a teacher who, to please the parents and enjoy a good reputation, taxes their little tender brains to the utmost.

Children should not be sent to school before their seventh or eighth year. Before this age, their brains and nervous systems are too immature and tender, too susceptible and too easily acted upon to endure the rough handling of most schools.

Physical exercise is much more essential to the child than to the adult; not exercise of muscles only, but of lungs also. If it is desired to rear strong men, men of power and influence in the world, their physical development must be a matter of the first concern. Instead of shutting little children up in unhealthy and uncomfortable school-rooms, let them run, let them play, let them exercise their lungs by laughing and shouting to their hearts content. How many a bright and promising child has been stunted and dwarfed for life by unwise efforts to educate it.

The parent will, in a short time, find himself amply repaid for all his apparent neglect of his child's education, and that, too, without having his child's health impaired, if he will substitute physical for mental culture while the child is in his tender years. Instead of an educated weakling, we will have a healthy, robust man or woman, who can use his education for the benefit of his country as well as himself.

J. B. GREGG.

Chaseville, O.

There is much truth in what Mr. Gregg says about the necessity of physical culture. It is far too much neglected. But will it quite do to let the mind and heart of the child lie fallow until its body is well grown? Would not a wise judgment say, "This ought ye to have done and not to have left the other undone?" We fully endorse what is said about the evil of shutting little children up in the school-room for five or six hours a day. School officers and teachers who do it should be handed over without mercy to the society for the prevention of cruelty to animals. Some discrimination should be exercised. Some children can attend school at an earlier age than others. At whatever age they start, an hour each half-day is a long enough session for the first year, and no children under nine or ten years should attend school more than two hours each half-day.—*Ed.*

TOWNSHIP SUPERVISION.

The symposium in the November number of the MONTHLY was in-

deed a royal feast. In reading the thoughts of the different writers, my mind reverted to the three years during which I labored under township supervision; and believing that successful experience adds strength to theory, I venture to add my testimony to that already given.

In the winter of 1878, a special act was passed combining the village and township of New London in "The New London Special School District," with a central high school, the whole controlled by a board of six members, and a superintendent who was instructor in the high school.

The schools of our township immediately sprang forth into new life. An efficient superintendent was secured, a course of study adopted and enforced, all schools kept open nine months in the year, teachers' meetings regularly held, books provided for indigent children, and an attendance secured, second in the county only to the city schools of Norwalk.

After a trial of three years, the act by which our district was formed was declared unconstitutional, and the old law again prevailed. But the people had been so educated to appreciate the new order of things that a scramble was made for the experienced teachers, and the long term is still maintained. By this means some of the good effects of supervision are still retained, but the strong feature, unity of purpose, is lost, and our schools must and will degenerate as one by one they fall into the hands of unskillful teachers.

Under supervision, the teachers received an inspiration for higher work, and were generally successful. During the three years, only ten teachers were employed in the six township schools, four of whom have since been called to the second place in our village schools, leaving it successively to attend college, or to accept positions higher up. One was called to assist Miss Palmer in her normal work in Milan, and two are still doing good work in the township. The others labored with us for short terms only, when they turned aside to occupations for which, perhaps, they were better fitted.

Let us by all means have township organization and township supervision, with a single board of control.

Fitchville, O.

G. T. WHITNEY.

So say we. Speed the day.—Ed.

A LETTER FROM CHINA.

FOOCHOW, CHINA, Oct. 6, 1885.

Dear Editor :—Though away off in "The Land of Cathay," do not think I have lost all interest in Ohio and her teachers. Though my

name appears no longer on your list of subscribers, 'tis only because my co-worker and I divided the list of periodicals which we felt were necessary to the welfare of our missionary home and work.

THE MONTHLY falls to her share, *The Chautauquan* to mine. But every month the EDUCATIONAL MONTHLY is as diligently perused as time will permit, and the benefit derived is as great, perhaps, as though I were in my native State. I will not say how many interruptions attended the reading of that rich "Inaugural Address," by Alston Ellis; but it was begun before breakfast, and finished by 9 P. M.

Then I turned to the "Address of Welcome," and the "Response." Knowing that I am not eloquent myself, it is a great comfort, sometimes, when I find that some worthier one has expressed my thought as I had wanted to do; and this has Mr. W. A. Duncan done, in the following:

"There is one element of power in the teacher's work which cannot be ignored, and that is love—that love which makes plain things beautiful, which overlooks defects, which sees in every child in the school-room the possibilities of something good and helpful to society, that labors unselfishly, not for the visible reward, but for that reward which comes from a knowledge of the fact that we are helping to lift souls into a higher and better life, bringing them out of darkness into light, and leading them from the unlovely into the lovely."

Are not these words worthy to be published broadcast over the surface of our own dear land, and all lands? Worthy to be treasured as the belief of every true teacher? It is with this thought deep in my heart, that I have taught for several years; with this idea strengthened I came to China; and in this belief I hope to "finish my course."

If his words are true in America, they are ten-fold more true in this land of superstition and darkness; but where, surely, "the day begins to dawn."

Wishing to be remembered by my old friends as one who still enjoys following the Great Profession, and who finds much happiness amid its difficulties and trials here, I am,

Very sincerely yours,

CARRIE I. JEWELL.

THE TEACHER TO MAKE HIMSELF USELESS.

In Payne's "Lectures on the Science and Art of Education," it is said, "An eminent French teacher used to be laughed at for saying he was continually aiming to make himself useless to his pupils." I have somewhere read that a French minister in giving instruction to the newly appointed tutor to the prince said, "You are to strive to

make yourself useless." Will some reader of the MONTHLY kindly tell me where the story is found? M. R. A.

THE BIBLE QUESTION.

Referring to the decision on the Bible question quoted in the October number of the MONTHLY, it is of interest to note that the Constitution of the State of Colorado contains the following as Art. IX, Sec. 8.

"No religious test or qualification shall ever be required of any person as a condition of admission into any public educational institution of the State, either as teacher or student; and no teacher or student of any such institution shall ever be required to attend, or participate in, any religious service whatever. No sectarian tenets or doctrines shall ever be taught in the public schools, nor shall any distinction or classification of pupils be made on account of race or color."

The law further provides that every school board shall have power, and it shall be their duty, "To exclude from school, and school libraries, all books, tracts, papers or catechisms of a sectarian nature."

It is possible that these provisions were not designed to exclude the Bible, but such must be their practical effect. HIRAM SAPP.

Denver Junction, Colorado.

ATTENDANCE AT INSTITUTES.

The question of attendance at county institutes is a living one. If these institutes are to do the work they are intended to accomplish, more teachers must be present and more thought must be developed. At present they often fail to reach the very class they are designed to benefit. Here is the method adopted in Gratiot County, (Mich.,) this year. The conductor enrolled and kept a record of all the teachers present. At the close of the institute each teacher was presented a certificate showing how many and which days he was in attendance. Each teacher was furnished a note book in which he was expected to record all outlines, synopses of lectures, and general work. These note books and certificates were handed to the county board of examiners, and each teacher was, at his next examination, credited according to kind and amount of work, promptness and regularity. The fact that some credit would be given for institute work produced the following effects: 1st. The teachers who especially needed institute instruction were brought out. 2d. The attendance was increased from about eighty to one hundred and eighty. 3d. The attention and character of the work were so improved that the instructors pronounced this the best institute they had ever conducted. This plan may have its objectionable features, but is it not worth trying?

Ithica, Mich.

J. N. M.

THAT GRAMMATICAL DILEMMA.

Prompted by a desire to aid the young (?) teacher who is in "a grammatical dilemma," I would say, don't use the definition at all. Don't *attempt* to convince your pupil that "there is not anything affirmed of the boy." Give him a better definition. Tell him that "that which does something or is something is the subject." If he cannot understand that, try something else, and keep trying until you find a definition he can understand. Don't try to fit your pupil to the text book, but adapt your teaching to your pupil. Don't "reverence authority" so much. The intelligent teacher is a better judge of the individual needs of his pupils than any author of text-books can be.

W.

THE SYMPOSIUM.

The MONTHLY has already become a welcome visitor at my table, although a comparative stranger heretofore. I am very much pleased with the two numbers received, especially the November number, which contains the "Symposium" on country schools. I am a country teacher, and am heartily in sympathy with the ideas set forth and plans proposed for the improvement of the schools in the rural districts. Give us county and township superintendents. Give us township high schools. Give us systematic organization, with more uniformity of text-books and methods. Give us, for members of our boards of directors, men who can do more than write their names with difficulty, and count money; men who will take at least one educational paper; men who will find out how a school *ought* to be conducted, and who will *visit* their schools and know how the pupils are instructed; men who will expect and require in a teacher some higher qualification than "teaching cheap;" men who will provide a reference library, and suitable apparatus *indispensable* to the successful teaching of several of the branches, and then *hold the teacher responsible* for the preservation and proper care of these appliances.

Let the good work go on until the desired end is reached, and may God speed those who are laboring for its accomplishment.

Ashley, Ohio.

M. S. BEARD.

That is the true spirit. "The good time is coming; help it on, help it on." We want to live to see the day when the schools of Ohio (country and city) will stand at the head of the column.—ED.

ANSWERS.

Q. 1, p. 554.—Pupils should be required to spell words both literally and phonically, but to continue the teaching of spelling, as is usually done, through all the years of a common school course, is a waste

of time and strength. One of the most effective methods of making good spellers is that of keeping the attention of the pupils directed to the form of words in all branches of study. Whenever a mistake in spelling is detected in any of the written work of the pupil, it should be corrected at once. Occasional exercises in spelling should be given in connection with all branches. In assigning a spelling lesson for young pupils, the teacher should pronounce the lesson, that the pupils may study the words understandingly. This exercise may be varied by having the pupils pronounce, while the teacher holds himself in readiness to correct any errors made. The exercise may be varied, also, particularly in primary classes, by the teacher pronouncing the words and requiring the pupils to imitate him. Exercises in dividing words into syllables are valuable, not only in teaching pupils to divide words properly, but also in training them to observe closely the relation of different parts of words. The work of separating the words into their component letters, being of an analytic nature, is not difficult for the child; but it is a great waste of time to require pupils to commit to memory and repeat all the words of a spelling-lesson.

Mt. Zion, O.

W. H. GREGG.

I think the best method of teaching oral spelling is to pronounce phrases or short sentences from some reading lesson. This will impress more distinctly the meaning of words in connection with their spelling. It is best to require the pupil to pronounce each word before he spells it, as a more definite conception of the word is thus gained, and the pupil shows at once whether the word is fully understood. I think the syllables should be pronounced; it tends to cultivate attention and accuracy.

MICHAEL VOGEL.

Q. 2, p. 554.—Furnish something interesting for every pupil to do. If successful in this, little more need be done to secure good order in the school-room. One who is kept busy about right things has no time for mischief.

W. H. GREGG.

What the querist wanted to know is how to furnish interesting employment for pupils of the first year, while other pupils are reciting. Mr. Gregg's answer is correct as far as it goes, but we suspect it will not be quite satisfactory. What interesting employments are suitable for these little people? and how is the business managed? A good many of our readers know all about it. Who of them will tell?—ED.

Q. 3, p. 554.—This query perplexes a good many teachers, but no one has attempted to answer. We'll wait another month for some one who has wrestled with the problem to give us the solution.

Q. 4. p. 554.—The company of the "Hundred Associates" was or-

ganized in 1627, by Cardinal Richelieu, whose design it was to monopolize the commerce and promote the colonization of Canada.

A. D. F.

To the same effect, M. S. B.

Q. 5, p. 554.—“Scot free” = “free from payment.” “Scot” means “payment;” Anglo-Saxon *scot*, *sceot*; as in *leoht-sceot*, “money paid to supply light.” The literal sense is “contribution,” that which is “shot” into the general fund. The original verb is *sceotan*, “to shoot.”

A. M. M.

Berea, O.

Scot-free means tax-free. Scot means tribute, or tax, and is the same as Scythian in etymology. The Greek root is *skth*; the Welsh, *Ysgd*; and the Saxons converted *Ysgod* to *Scot*. GALEN.

Q. 6, p. 554.—“Saw,” a saying, maxim. The Spartans were proverbial for their brief and pithy style of speaking. The name of an inhabitant of Sparta or Lacedaemon (*Lakon*) gives us the words “laconic,” “laconism,” etc.

A. M. M.

Q. 8, p. 554.—(a) If the Torrid zone were 60 degrees wide, the width of each of the other zones would be 30 degrees. (b) “The width of the zones of any planet depends on the inclination of its axis.” To produce a Torrid zone 60 degrees wide on the earth, its axis would have to be inclined 30 degrees from a perpendicular to the plane of its orbit, or make an angle of 60 degrees with the plane of the ecliptic. The width of the Torrid zone of any planet is always equal to twice the number of degrees expressing the inclination of its axis from a perpendicular to the plane of its orbit. “If the earth’s axis were inclined but 15 degrees instead of $23\frac{1}{2}$ degrees, the tropics would be 15 degrees from the equator, and the polar circles 15 degrees from the poles; consequently the Torrid zone would be 30 degrees wide; the Temperate zones 60 degrees each; the Frigid zones 15 degrees each.” This computation of the variation of the width of zones may be extended to any degree from 1 to 90; but at these extremes the idea of zones would be vastly more theoretic than it is. Thus, the axis of Jupiter being inclined but 3 degrees from a perpendicular to the plane of its orbit, this monster planet can scarcely be said to have any “mathematical or astronomical zones,” or its Torrid zone may be 6 degrees wide, its Frigid zones 3, and Temperate zones 84 degrees—terrible degrees, though; each containing about 740 miles. (Width of earth’s Torrid, 3,255 miles; Jupiter’s, 4,440, approximately.) But again, the axis of the planet Venus, having an inclination of 75 degrees from a perpendicular to the plane of its orbit, gives this planet a Torrid zone 150 degrees wide,—75 degrees on each side of the equator. Its tropics are 15 degrees from the poles, and its polar circles are 15 degrees from the equator; thus, theoretically speaking, its Torrid and Polar zones over-lap each other 60 degrees, completely blotting out the Temperate zones. By this circumstance,

Venus enjoys two summers and two winters at the equator, and a summer and a winter at each of the poles, during its short year of 224 days. See *Smith's Illustrated Astronomy*, p. 17.

Upper Sandusky, Ohio.

RICHARD F. BEAUSAY.

Answered also by H. S. G., W. H. Gregg, Z. X. C., Ver, J. B. Gregg, J. W. C., A. D. F., D. B. B., E. S. L., and M. S. B.

Q. 9, p. 554.—Owing to the density and dryness of the atmosphere.

J. B. GREGG.

The air is of more uniform density, and there are fewer currents of air of unequal temperature to interrupt the sound-waves. A. D. F.

Q. 10, p. 554.—The diagonal divides the rectangle into two right triangles, whose hypotenuse is 50, and whose area is 600 sq. rds.

$7\frac{1}{2}A. = 1200$ sq. rds. $50 \times 50 + 1200 \times 2 = 4900$, the square root of which is 70; 70 is the sum of the base and perpendicular of a triangle, and 50 is the hypotenuse, and both are multiples of 10. Now the same relation will hold for the triangle whose hypotenuse is 5, and sum of base and perpendicular is 7. 5 squared is 25; now 25 is the sum of the squares of two numbers; by inspection these numbers are 4 and 3. Therefore, the length of the field is as many times 4 as 50 is times 5. 40 rds., Ans.

E. S. L.

Berea, O.

$7\frac{1}{2}A. = 1200$ sq. rods.; $1200 = 30 \times 40$; $30^2 + 40^2 = 50^2$.

M. S. B.

By Algebra:— $7\frac{1}{2}$ acres = 1200 sq. rods. Let x = the length, and y = the breadth. Then, $xy = 1200$; and $x^2 + y^2 = 2500$, the square of the hypotenuse (diagonal) being equal to the sum of the squares of the other two sides of the triangle. The value of x is readily found to be 40, the number of rods in the length of the field.

J. F. P.

Answered correctly also by Michael Vogel, J. W. C., W. H. Gregg, D. B. B., J. B., J. B. Gregg, J. W. K., and H. S. G.

Q. 11, p. 554.—The proceeds of the corn = $\frac{88}{100}$; of this he lost $\frac{88}{100} \times \frac{1}{104} = \frac{11}{125}$, commission on wheat without the \$50. By the decline of 8 per cent., he lost $\frac{88}{100} \times \frac{100}{100} \times \frac{1}{100} = \frac{88}{10000}$; in all, without the \$50, he lost $\frac{11}{125} + \frac{88}{10000} = \frac{177}{12500}$. On the \$50 he lost $\frac{1}{104} \times \frac{1}{104} = \frac{1}{10816}$, commission, and $\frac{1}{104} \times \frac{100}{100} \times \frac{1}{100} = \frac{1}{10400}$, by the decline; in all, on the \$50, he lost $\frac{1}{10816} + \frac{1}{10400} = \frac{17}{1081600} = \$1\frac{1}{8}$. $\$80 - \$1\frac{1}{8} = \$74\frac{1}{8}$. This sum = $\frac{177}{12500}$ of the value of the corn; from which the corn is found to be worth \$557.85 +.

Cádiz, O.

W. C. BOYD.

This answer is presumed to be correct. We have not time to verify it. W. D. Drake, J. B. Gregg, W. H. Gregg, A. D. F., F. A. Bonser, Nellie Pope (high school pupil, Fitchville, O.), E. S. L., S. S. Miller (a pupil, Bradford, O.), and R. F. Dennis, all get exactly the same result, by processes differing from the above and from each other. J. F. P., and Richard F. Beausay get \$1010.20 as the answer.—ED.

Q. 12, p. 554.—“O’er” is used in the predicate (“is” to be supplied) with the sense and force of an adjective. “Thy warfare is over.” (See *Webster*, and Brown’s *Grammar of English Grammars*, p. 660, obs. 4.) A. M. M.

Webster says, “Over, out, off, and similar adverbs, are often used in the predicate with the sense and force of adjectives.”

T. D. OVIATT.

To this agree D. B. B., R. H. S. and J. F. A. Michael Vogel and J. B. Gregg say “o’er” is an adverb modifying is understood. The former construction is preferable.—ED.

Q. 13, p. 554.—I can find no authority for calling “as,” in this sentence, anything but a conjunction (conjunctive adverb.) I would expand the expression, and read it “as they are quoting,” though this sounds odd to us, on account of our always using the abridged form.

Brecksville, O.

T. D. OVIATT.

“Quoting” is a present participle and modifies *generation*. “As” is a conjunction connecting *quoting* and *generation*. (Quackenbos’s *Grammar*, p. 141.) R. H. S.

“As” is a preposition, showing the relation between quoting, a participle, used as a noun, and generation. J. W. C.

Contributions for this department should reach us by the fifteenth of the month, in order to find a place in the following issue. Write only on one side of the paper. The name of the contributor, or his initials, should be attached to each separate item.—ED.

QUERIES.

1. Two locomotives, running at the same rate, one up grade and the other down, come in collision. Which receives the greater shock? Why? A. D. F.

2. A country teacher argues against long-time certificates, on the ground that teachers who hold them are likely to grow negligent. For the same reason, some examiners insist on examining teachers frequently. Is the point well taken? A. W. P.

Delphos, O.

3. Is it wise to hold monthly examinations in school? J. W. C.

4. What are the most approved rules for the use of the hyphen? E. E. S.

5. Why are the chinese called “Celestials.” M. S. B.

6. The townships of Stark County are numbered as here shown:

		12	20	19
1	11	11	19	18
12	10	10	18	17
11	9	9	17	

Can any of the readers of the MONTHLY explain the system of numbering, or tell from what base line the townships are numbered? F. B.

7. Two ladders of equal length, whose bases are 20 feet apart, meet at the top at an angle of 45 degrees. What is the length of each ladder? Solution and rule. J. F. P.

8. A tree 100 feet high breaks so that, the parts holding together, the top strikes 50 feet from the base. What is the length of each part? Solution and rule. G. T. W.

9. What is the difference between the two expressions, $\frac{1}{2}$ and $0\frac{1}{2}$? R. H. S.

10. Some geographies give New Orleans and some Baton Rouge as the capital of Louisiana. Which is correct? What is the capital of Dakota? O.

11. We believe it to be James who entered at that time. Parse "it" and "James." M. V.

12. He has more books than he can use. Parse "than." A. D. F.

13. They were alarmed at the consequences *likely to ensue*. Parse words in italics. O. W. S.

CHRISTMAS CAROL.

BY CARRIE CHEYNEY.

All hail the blessed Christmas Day!
Let bells their sweetest carols play,
And hearts respond unto the strain
Of "Peace on earth, good will to men!"

Unto the lowly ones of earth
Is first proclaimed Messiah's birth;
Their lyres the radiant angels string
And glorify the new-born King.

In fields where faithful Ruth had gleaned,
Where David did his flocks attend,
Judean shepherds heard the strain
Of "Peace on earth, good will to men!"

"Glory to God!" the angels sing,
The heavens with hosannas ring;
Celestial brightness gilds the sky
As dawns the "dayspring from on high."

The music of that song sublime
Sounds through the corridors of time;
The ear of faith hears the refrain
Of "Peace on earth, good will to men!"

And on shall roll from strand to strand
The deep tones of that anthem grand
Till Sin's dark reign on earth is o'er
And vice and crime are known no more.

Then hail with joy this natal morn!
The Sun of Righteousness is born!
The flaming spheres chant the refrain
Of "Peace on earth, good will to men."

Wooster, Ohio.

EDITORIAL DEPARTMENT.

The MONTHLY is mailed promptly before the first day of each month. In most cases, it should reach Ohio subscribers not later than the second or third of the month. Any subscriber failing to receive a number within a few days of the first of the month, should give prompt notice, that another copy may be sent.

As a general rule, the MONTHLY is sent to subscribers until ordered discontinued.

Requests for change of address should be received before the 25th of the month, and the old as well as the new address should be given.

This from a subscriber in Texas:—"I take seven educational periodicals, and the best of them all is the OHIO EDUCATIONAL MONTHLY."

We have received a good many responses to our call for back numbers and volumes. We still want a few copies of the number for July, 1880, and the volumes for 1855, 1856, 1860, 1863 and 1865.

We frequently receive letters addressed, "Rev. Samuel Findley," and sometimes, "Samuel Findley, D. D." We wish to say again that neither the prefix nor the semi-lunar fardels belong to us. Rev. Samuel Findley, D. D., pastor of a presbyterian church at Roxabell, Ross Co., Ohio, and the editor of this magazine are of the same blood but not identical.

A recent Canadian teachers' association discussed the Quincy Methods. One head master thought these methods would not be acceptable in public schools. He did not believe in the idea that children can obtain their knowledge without knowing they are getting it. "There is a lot of tomfoolery in the Quincy Methods." Not improbable, and yet much that is good.

Commissioner Brown Writes,—*"The Ohio State Journal* will reprint the Symposium on Country Schools, contained in the November number of the MONTHLY." This suggests the query, why not secure its publication in at least one paper of every county in the State? It would awaken an interest and help to form public sentiment. We have extra copies, and will send one without cost to any paper requesting it. Speak to the editor of your county paper about it.

An Ohio teacher, who has taken up his abode in Nebraska, sends his subscription to the MONTHLY and adds,—*"This State seems to be a little ahead of*

✓ Ohio in her common schools. Civil Government, Physiology, Drawing and Book-keeping are included among the branches required to be taught in the common schools here. I am not sure that this State is ahead of Ohio in methods of instruction."

Nebraska ahead of Ohio! Think of it, ye slumbering Buckeyes, and rouse yourselves!

Many of the schools in township districts should be superintended by the principal of the leading graded school of the township. Recently, Supt. M. Manly has been appointed to supervise the sub-district schools in the township in which the city of Galion is situated. The elementary course of study for the city schools will be pursued in the sub-districts, and those completing the elementary course will enter the Galion high school, their tuition being paid out of the contingent fund of the township school treasury. Who will be the next to report progress?

Special devices for adding interest to school work are well enough, but nothing of this kind can ever take the place of an honest purpose and an earnest spirit in the teacher. Artificial devices, like shavings, may serve a good purpose as kindling, but they do not last. The honest purpose and earnest spirit of the teacher are like the light and heat of the sun. They are constant, enduring and efficient.

The teachers that are most respected and loved by their pupils, and that live longest in their memories, are those who are most efficient in the proper work of the school, not those who are most fertile in expedients for the amusement or entertainment of their pupils. So true is this that pupils will come to tolerate and overlook grievous faults in teachers, in whose honesty of purpose and efficiency they have confidence.

This number completes volume XXXIV of the MONTHLY. It is larger than any of its predecessors, as those who gather up their numbers for the binder will readily see; and a glance at the index contained in this issue will give a good idea of the quality and variety of matter contained.

We tender most hearty thanks to the entire MONTHLY family for words of sympathy and encouragement, and for prompt and liberal support. We are under special obligations to all who have contributed toward making the MONTHLY helpful and inspiring to its readers.

We shall enter upon the work of another year with fresh courage and renewed zeal. We feel that the lines have fallen to us in pleasant places. We are engaged in a good cause among good people.

We had almost forgotten to say that new subscribers and renewals of old subscriptions are always welcome. The family is growing, but there is still room at the table.

James Russell Lowell is reported as saying in a recent after-dinner speech that he is heretical enough to doubt whether the common schools are really the panacea we have been inclined to think them, expressing also his belief

that they teach too much. The *Canada School Journal's* comment is very fitting: "If Mr. Lowell really meant that it is not good for the children of the common people to learn all that can be taught them in the sense of acquiring the best possible education, he must have been taking lessons from the worst type of British aristocrats. But if he only means, as seems more probable, that there are as yet many faults in our most vaunted school systems, and that one of the worst of these faults is the attempting to crowd too many subjects within a given space, there is much truth in his remarks. There is too much teaching and too little training in most of our schools." There is no doubt about the truth of the last statement.

An eminent French chemist, under examination in a court of justice concerning the effect of minute doses of a certain poison, was asked by one of the attorneys derisively, "Could you tell us, Professor, the exact dose of this medicine which could be safely administered to a fly?" "I think I could," he replied, "but I should need to know the particular fly under treatment. I should want to know his size, age, state of health, habits of life, whether he was married or single, and what had been his surroundings in life hitherto. All these bear on the size of the dose to be administered in any given case."

It would be well if teachers had a modicum of the Frenchman's caution, in administering to their pupils. Each individual pupil needs to be known before he can be taught and trained intelligently. The age, state of health, natural disposition, capacity and attainments, tastes and desires, habits of thought and modes of action, characteristics and tendencies, and home surroundings of each pupil must be known to the teacher before he is at all prepared to give to each "his portion in due season." Each new pupil is a new problem for the teacher's study. The teacher that never visits the homes of his pupils neglects one of his greatest opportunities.

The free school question is taking deep hold of the public mind in England. The announcement comes by cable that the British Cabinet is sending out a commissioner to study the free school systems of the continent. Meanwhile the discussion waxes warm and develops strong opposition. The *London Schoolmaster* asserts that the weight of authority is against free schools, and in so saying betrays its own sympathy with the opposition. Indeed, it sums up dead against free education, on the ground that it is sure to be "cheap and nasty." The *Canada School Journal*, alluding to the declaration of the *Schoolmaster*, suggests that on such a question, the public mind is sometimes educated rapidly, and thinks there would be little risk in prophesying the establishment of a system of free public schools as among the reforms of the near future in Great Britain.

The *London Journal of Education* champions the reform. It admits that the weight of political rank and prestige is with the opposition, but claims the preponderance of educated opinion on the side of free schools.

A Mr. Storr, in an address delivered before the Birmingham Teachers' Association, October 9, 1885, complains that, in all the mass of current literature on the subject, he finds nothing more than a passing reference to what is being

done in the other civilized countries of Europe. "Of America and its common schools," he says, "we have heard plenty; but surely a settled country like France, which, for two hundred years and more, has been in the van of European civilization, offers us a nearer analogy than the trans-Atlantic *sentina gentium* [sink-hole of the nations.—*Ed.*], the huge sewage farm, whose chief work has hitherto been to absorb, transmute, and oftentimes to 'change to something rare and strange' the refuse and overflow of Europe."

May it not be the smell of that hundred-year-old American gun-powder, dear Mr. John Bull, which you have mistaken for sewage? Hold your nose if you find it disagreeable, but it will be to your advantage to keep your eyes wide open to what is happening on this great "sewage farm." And it will do you no harm to bear in mind that if America is a "sewage farm" Great Britain has always furnished her full quota of the sewage, and retains a superabundance for her own soil.

PUMPING AND EXAMINING.

"A late writer," says the editor of the OHIO EDUCATIONAL MONTHLY, "compares learners in modern schools to kettles hung at the pump-spout—most of them with the lid on. The teachers are occupied in pumping, and there is a great splash, but most of the kettles remain empty." And yet this is the new education which we hear so much about these days! The fact that our methods of instruction even suggest such a comparison is deplorable. "The teachers are occupied in pumping," you say. Will the editor, in his October MONTHLY, be kind enough to inform us who is responsible?—*Prin. Abram Brown in INTELLIGENCE, of September 15.*

To this the editor addressed answers as follows in his October issue:

Who is responsible? The teachers, of course, that do the pumping and splashing without first getting the lids off. There is not much about true teaching that is like pumping, but teachers who persist in pumping (and a good many do) should first get the lids off. The shut mind is not receptive; little can be put in while the lid is on.

Better far to let go the pump-handle and set about training. Put the mental powers in motion and the lids will come off, and the boys and girls will soon learn to do their own pumping. How do you manage the pumping at Columbus, Brother Brown?

To this Prin. Brown, Columbus High School, replies:

Doubtless, Brother Findley, if the lids are not off the teachers are responsible. In Columbus we try first to get the lids off. But are the teachers alone responsible for the *pumping*? The pumping spoken of is not questioning, but filling (trying to) or cramming, as it is generally called. Teachers do not like to do this kind of work, and it is better by far, as you say, to let go the pump-handle and set about training. Teachers prefer training to pumping. Can they do it and meet the demands upon them? Occasionally a teacher will let the pump-handle go and set about training, but in a few days she says: "This will not do. There is an examination not far ahead, covering so many pages in arithmetic, grammar, geography, history, music, drawing, spelling, etc., etc., I have no time for training. My pupils must know so many pages of the text-books in so many weeks or they will fail. They must be able to answer the questions. My only salvation is the pump-handle." So it is pump and examine, pump and examine. The examiner is the cause. The pumper the effect. Who is the examiner, Brother Findley?—*Intelligence, Nov. 1.*

The superintendent is generally, though not always, the examiner; but it will not do to hide behind him. A good many teachers have tried that, but with indifferent success. One thing we have noticed: the best teachers never

take refuge behind the superintendent. And why should they? The best teaching will generally show the best results when tested by a searching examination. We have little patience with the current twaddle about so many pages of arithmetic, grammar, geography, etc., to be learned, and no time for training. What better means of training than the right learning of pages of arithmetic, grammar, etc? Pupils that learn thoroughly what their text-books contain (not the words merely) will know something; and pupils that know will be able to give intelligent answers to questions,—the better their training the better, on the average, will their answers be.

Of course superintendents are not infallible. The tests they prepare are not always the most suitable, the most judicious. The wisest examiner will sometimes ask questions which the best trained classes will not answer satisfactorily. But of this the true teacher is not disposed to complain.

The skillful, the searching examiner is apt to be most complained of, and the weak, inefficient teachers are usually the complainants; for pupils that only half learn, or whose learning consists mainly of a mere store of words, do not fare well at the hands of a thorough-going examiner.

MEETING OF SCHOOL EXAMINERS.

We call special attention to the following announcement by the State School Commissioner. We hope the attendance will be large, and we hope there will be time for some consideration of the question of school legislation. If the examiners and institute workers of the State could agree upon township organization as the one measure to be pushed this winter, and agree upon some general plan of operation by which to carry this measure, encouraging progress would be made.

OFFICE OF STATE COMMISSIONER OF COMMON SCHOOLS, }
COLUMBUS, OHIO, November 12, 1885.

At the request of a number of teachers and friends of education, I have decided to call a meeting of school examiners and institute instructors, to be held at Columbus, in the City Hall, beginning at 2 o'clock P. M., Wednesday, Dec. 30th, 1885.

Each county and city board of school examiners is requested to send one of its members as a delegate to the meeting. All institute instructors in the State are requested to be present. The examination of teachers and the systematizing of institute work throughout the State are the principal subjects to be discussed at the meeting.

LEROY D. BROWN,

State Commissioner of Common Schools.

The following letter explains itself:

ATTORNEY GENERAL'S OFFICE, }
COLUMBUS, O., Oct. 26, 1885.

Hon. Leroy D. Brown, State Commissioner of Common Schools :

DEAR SIR,—I am in receipt of your favor of this date, in which you say that it is proposed to hold a convention of county school examiners at Columbus, in December next, and you ask if boards of county commissioners have legal authority to appropriate money from the funds at their disposal to defray the

traveling expenses of examiners who may attend such convention, provided the convention be called by the State Commissioner of Common Schools. In reply I have to say that, in my opinion, county commissioners have no authority to appropriate the money of the county to pay the traveling expenses to which you refer. Furthermore, there is no mode whereby such expenses can be paid out of the county treasury. Yours truly,

JAMES LAWRENCE, Attorney General.

EDUCATIONAL INTELLIGENCE.

—Alliance is to have a public Library.

—Hamilton is looking toward the erection of a central high school building.

—Cincinnati is somewhat disturbed over the uncertain tenure of teachers' positions.

—The next meeting of the Ottawa County teachers' association will be held at Genoa, Jan. 15 and 16, 1886.

—The attendance at the Ohio Normal University, at Ada, is very large, the present year being the most prosperous in the history of the school.

—At the session of the Columbiana County teachers' institute which closed Nov. 6, a committee was appointed to prepare a course of study for the schools in township districts.

—The schools of Columbus have an enrollment of over 9,000 pupils, with an average daily attendance of 96 percent during the month of October. There are nearly 500 pupils in the high school and 25 in the normal school. There are 203 teachers, 15 of whom are in the high school.

—The second meeting of the Ohio Archæological and historical society, for this year, was held at Columbus, Friday evening, Nov. 13. The principal feature of the meeting was an address by Prof. W. H. Venable, of Cincinnati, on "Early Intellectual Achievements in the Ohio Valley."

—Wayne township, Wayne county, has a printed course of study and rules for the government of its schools, prepared by the teachers and adopted by the board of education. One of the teachers writes to us that they have not secured supervision yet, but they intend to agitate the question until something is done.

—The *Rural Californian* contains a sketch of the Los Angeles city schools. These schools are under the supervision of an Ohio man, Mr. W. M. Friesner. There are 73 teachers, and an enrollment of nearly 3,500. Among the teachers are representatives from all parts of the Union, and the methods of instruction are abreast of the advanced views of the day.

—The November meeting of the Hamilton County teachers' association was held in Hughes High School, Cincinnati. Considerable time was given to the discussion of the question, "Is too much time given in school to the study of mathematics?" There was diversity of opinion. No conclusion was reached. The lecture of Prof. C. R. Stuntz, of the Woodward High School, on "Water

and the Water Supply of Cincinnati," was illustrated by experiments, and was the most interesting feature of the meeting. The lecturer claimed that the Ohio River affords the purest water, and condemned the cistern and well water of Cincinnati as unfit for use.

—The *Educational News*, Harrisburg, Pa., says a boy in one of the schools recently defined demagogue, "a vessel that holds beer, wine gin, whiskey, or any other kind of intoxicating liquors." Not far out of the way. Not so different from a demijohn as may be supposed.

—The *Teacher and Student* is a good-looking eight-page paper, published nine times a year at Geneva, O., by J. S. Lowe, Principal of the Geneva Normal School, and I. M. Clemens, Superintendent of the Ashtabula Schools. It is a school newspaper, for the benefit of both teachers and pupils, and devoted to the cause of popular education in Ashtabula and adjoining counties. The first three numbers have appeared, and give promise of usefulness.

—The teachers of Darke County met at Versailles, on Saturday, Nov. 21. The program arranged for the occasion is as follows:

An Essay, Miss Dama Boltin; How to Interest Pupils, Miss Lillie Gentner; The Mind, Miss Minnie Engleken; Geography, Miss Libbie Denniston; Country Schools, J. H. W. Schmidt; What the teacher is, knows and does, Miss Emma Wallace; Language, Dr. J. Ballinger; Discussion of school government, examinations and self-reporting, by those in attendance.

—A joint meeting of the teachers of Ashtabula, Lake and Geauga counties was held at Painesville, Saturday, Nov. 28. Program:

Devotional Exercises; Paper—"Discipline," Supt. W. S. Carey, Conneaut; discussion, opened by Supt. J. H. Shepard, Painesville; Paper—"U. S. History," J. C. Barney, Willoughby; discussion, opened by Prof. J. S. Lowe, Geneva; Paper—"Importance of Instilling Republicanism into the Minds of American Youth," C. C. Douglas, Burton; discussion, opened by Supt. S. P. Merrill, Wickliffe; Paper—"Waste," Supt. I. M. Clemens, Ashtabula; discussion, opened by Supt. C. W. Carroll, Chardon.

—We are indebted to Superintendent W. H. McFarland for the following program of a meeting of the Fayette County teachers' association, held at Jeffersonville, Oct. 31: History, J. D. Post; discussion opened by H. H. Edwards. Music, Mrs. Lucy Hamilton; discussion opened by W. McK. Vance. Compulsory Education, Hattie Kirby; discussion opened by F. M. Allen. Reports from township reading circles, led by Miss Alma Kephart. Froebel and his Teachings, Anna Kerrigan; discussion opened by W. H. McFarland. Spelling, S. E. Thornton; discussion opened by C. F. Bonham. Education in the South, L. C. Anderson; discussion opened by W. H. Stokesbury. The meeting was one of unusual interest and profit. The next appointment is at Bloomingburg, Jan. 9, 1886.

—The first meeting of the Springboro Teachers' Association was held in Springboro, Oct. 24, 1885. The following officers were elected for the ensuing year: President, L. G. Cromer; Secretary, W. L. Shinn; Executive Committee, W. C. Wilson, E. M. Corwin, and Miss Anna Brandon.

Among other subjects discussed, were "International Date Line," by W. C. Wilson; "How to Teach Arithmetic," by E. M. Corwin; and "Course of study

for Country Schools," by J. M. Lane. The teachers of this part of the county (Warren) are full of life, and are trying to do something. The board of education of Clear Creek township has adopted a good course of study for sub-district schools. If we had township high schools, a county superintendent, and a graded system for country schools, our school system would be first class.

W. L. S.

—Good reports come from the reading circles. Secretary Jones thinks the membership for this year will be larger than for any previous year.

—The next meeting of the "Association of Ohio Colleges" will be held at Cleveland, Dec. 28—30. The following interesting topic, among others, will be discussed: "What Relations between the Ohio High Schools and the Colleges of the Association are Practicable?" A program will be sent out as soon as arrangements are complete.

—A Competitive Examination was held at Massillon, Nov. 17, for the purpose of filling the vacant cadetship at West Point, for the 20th district. The examiners were Dr.'s W. S. Eversole, of Wooster, and W. H. Rowlen, of Cuyahoga Falls; Supt's J. H. Lehman, of Canton, and E. A. Jones, of Massillon; and Mr. C. J. Chase, of Medina. Medical Examiners: Dr.'s W. C. Jacobs, of Akron, and Joseph Barrett, of Wooster.

There were 40 applicants, distributed as follows: Stark Co., 17; Medina, 9; Summit, 8; Wayne, 6.

The examiners recommended, as their first choice, Alfred C. Merillat, of Wayne Co.; second, John M. Sarver, of Stark Co.; third, Thomas Thomas, of Stark Co.

—N. E. O. T. A.—The next meeting of the North-Eastern Ohio Teachers' Association will be held at the rooms of the board of education, Cleveland, Ohio, Saturday, December 12, 1885. The following program has been provided:

I. The Unknown Factors in a Child's Education.

Supt. J. H. Shepherd, Painesville, Ohio.

II. Development of Humor.

Miss Emma Paddock, Prin. High School, Sandusky, O.

III. The Superintendent and the Teacher.

Miss Margaret W. Sutherland, Prin. High School, Mansfield, O.

A general discussion of each paper is expected. Let there be a full attendance, as officers for the ensuing year will be chosen at this meeting.

Ex. Com.

—The Columbiana County institute met at East Liverpool, Nov. 2, and spent the week pleasantly and profitably. W. H. Hill served as president, and Mary Sinclair as secretary. Dr. E. E. White was with us again, and, by request, repeated part of the instruction given at our meeting last year, on psychology and school government. All were delighted with the course of lessons this year, and hope to do better work for the Dr.'s labor among us. Prof. R. B. Marsh spent the entire week with us, and talked on orthography, grammar and elocution. His talks were interspersed with recitations.

Hon. LeRoy Brown was present part of the time, and made an interesting address, speaking earnestly in favor of township supervision and Ohio's coming Centennial Celebration.

Prof. F. V. Irish gave one lesson on diagramming. Prof. W. L. Thompson, of East Liverpool, rendered some fine instrumental music. Monday evening was spent in a social way. Tuesday evening, Prof. Marsh gave recitations from some of our popular authors. Wednesday evening, Dr. White delivered his interesting lecture, "Character." Thursday evening, many of the teachers attended a pronouncing bee, under the auspices of the M. E. Church. Miss Richards, of Leetonia, carried off the prize, a fine copy of Whittier's Poems. A committee was appointed to prepare a course of study for the township district schools. There was an enrollment of 124 teachers. The officers for next year are: J. T. Morlan, president; Miss E. B. Huston, vice-president; Miss Maggie Eakin, secretary. Adjourned to meet at Leetonia, the last Monday of October, 1886. S.

—A sharp contest is going on between Denver and Topeka for the next meeting of the National Educational Association. The President of the Denver Board of Trade, in a letter to President Calkins, says Denver can duplicate all the practical advantages claimed for Topeka several times, and concludes as follows:

"After much effort on the part of interested parties here, the teachers of the United States have for this particular occasion been granted the lowest rate across the plains ever conceded by the railroads. Few of them can ever enjoy a visit to the Rocky Mountains except this concession be now accepted. A decision against Denver is therefore a decision that hundreds if not thousands of hard working men and women teachers shall never in their lives enjoy a sight of the beauties and bounties the Creator has lavished within view of Denver. We feel in our own enjoyment of these things that we want all the world to share them, and none more than those whose lives are spent in the school-room; for there are none to whom it will do more mental and physical good, and none who deserve it more. Our appeal to you is therefore based

1st. Upon our ability and willingness to provide all the accommodations you may need or desire.

2nd. Upon the positive knowledge that your members cannot come here without mental and physical rejuvenation; and return to their work happier and younger, and with broader views of this wonderful land and the greatness and goodness of the Giver of all.

In short, Denver can not only furnish the accommodations, but can give the rarest and most delightful recreation. We, therefore, think it should be selected in preference to a city that can supply only the former, and that in a subordinate degree."

✓ —The following synopsis of rules and regulations adopted by the board of education of Bethel township, Clark County, Ohio, will interest all who are engaged in work for the improvement of country schools:

DUTIES OF TOWNSHIP SUPERINTENDENT.—He shall meet with the board at its regular meetings, and shall report the progress and needs of the schools and the efficiency or inefficiency of the teachers. He shall see that the prescribed course of study is carried out, aid the teachers in grading their schools, have the oversight of the methods employed by the teachers in conducting their schools, and shall conduct such examinations of the schools as he may deem for the best interests of the pupils. He shall conduct teachers' meetings, visit the schools as often as possible, and use his endeavors to secure a full attendance of the children of the township. He shall have charge of such classes in the high school as he may find time to conduct, take full charge of the rhetorical exercises, and direct the pupils in the use of the library. He shall have

the privilege of recommending teachers to the local boards, and shall not be held responsible for the work of teachers not recommended by him.

REGULATIONS CONCERNING THE SCHOOLS.—All the schools of the township shall open at the same time and continue for the same length of time, without change of teachers, unless the welfare of the school requires a change. One day every two months shall be allowed for teachers' meetings, which the teachers shall be required to attend.

Janitors shall be employed, whose duty it shall be to build fires and carry in the fuel, sweep and dust the room once each day, keep all outhouses in good condition, and ring the bell at 8 o'clock A. M. each school day.

—We had the pleasure of attending the meeting of the Central Ohio Teachers' Association at Xenia, Nov. 6. and 7. It was a real holiday for the teachers of that part of the State. The schools of Columbus, Dayton, Springfield, and other places, were closed on Friday, and the attendance at the meeting that day was very large. The forenoon was spent in visiting the Xenia schools which were in session until noon. The crowd was too great for very profitable observation of methods of teaching. The Xenia teachers and pupils must have felt a great sense of relief when the janitor struck the twelve o'clock gong.

The association convened after dinner, filling the opera house to overflowing. The exercises opened with an anthem by the colored high school. (Xenia has separate colored schools, though in ante-bellum times one of the rankest abolition towns in the State.) Prayer was offered by Rev. J. F. Marley. The chief feature of the afternoon was Dr. Moorehead's address of welcome. It was not only pleasing in style, but full of rich thought. He started out by saying that the name Xenia means hospitality, and expressed the hope that the teachers from abroad would have no occasion to pronounce the name a misnomer, or be disposed to vote a change from Xenia, hospitality, to Kenea, emptiness and hunger. Of the excellent thought contained in the address we can give but the barest outline. The end of education was stated to be the development of power of every kind—power of thought, affection, will and action; power to observe, to reason, to judge, to contrive; power to adopt good ends firmly, and to pursue them efficiently; power to govern ourselves, and to influence others. The three grand divisions of education are, instruction, or knowledge communicated to the intellect; training, or exercise of the faculties; and development, or the unfolding of the whole nature of man. The school has its part to perform, but is not responsible for the whole of education. Nature educates, life educates, society educates. Outward circumstances, inward experiences and social influences make up a large part of human culture. Teachers, however, hold the laboring oar; on them the chief burden lies; and high qualifications are necessary. To be efficient, the teacher must be a constant student, a pattern of that growth which he seeks to promote in his pupils. Arrested soul-growth is a sorrowful spectacle. To be efficient we must grow, and to grow we must be diligent and good feeders; feeders of the mind as well as the body; feeders of the soul as well as the mind; living and luxuriating upon that mighty provision which this nineteenth century so profusely lavishes upon us.

A fitting response was made by Charles L. Loos, of Dayton.

The inaugural address of the president, Capt. C. B. Stivers, of the Dayton

high school, was very brief, dwelling mainly upon the exalted character of the teacher's work.

A paper on Supervision and its Relations, by Miss Flora A. Brooks, of Columbus, and its discussion by W. H. Weir, of Springfield, completed the program for the afternoon.

Most of the ladies returned to their homes by the evening trains, only the faithful few remaining for Saturday's session.

Spending the night with friends in the country, we missed the evening lecture on National Illiteracy, by Principal E. W. Coy, of Cincinnati, but we heard it highly commended.

The attendance on Saturday was comparatively small. Supt. C. F. Dean, of Washington C. H., presented a well written paper on How to Test the Qualifications of Teachers for Certificates. The views presented were somewhat radical and provoked a good deal of discussion.

Supt. J. W. Dowd, of Toledo, read a paper on Manual Training in the High School, speaking from the standpoint of experience, and making a strong plea for this new departure.

The following resolution, reported by Dr. Hancock, was unanimously adopted :

Resolved, That it is the opinion of the association that the first and most important thing to be done for the improvement of ungraded schools is the abolition of the sub-district system and the substitution therefor of the township system, and that we ask the incoming Legislature to take action to that end.

The following officers were elected: President, E. B. Cox, Xenia; Vice-Presidents, W. H. Weir, Miss Maria Jacque, Springfield; Secretary, Miss Lou Phillips, Dayton; Executive Committee, Abram Brown, Columbus, J. W. Machivine, London, and Samuel Major, Chillicothe.

—The North-Western Ohio Teachers' Association holds its annual session at Defiance, Ohio, Monday and Tuesday, Dec. 28 and 29, 1885. The following is the program :

Welcome Address.....	Frank W. Knapp, Defiance.
Response.....	Prof. H. S. Lehr, Ada.
Inaugural Address.....	Supt. J. W. Knott, Tiffin.
The Teacher as a Factor—His True Qualities...	Supt. J. L. Lasley, Plymouth.
Discussion.....	Opened by Supt. E. P. Dean, Kenton.
Questions and Answers.....	Supt. Z. E. Rutan, Deshler.
Discussion.....	Opened by Supt. C. R. Carlo, Spencerville.
The True Aim of School Discipline.....	Supt. J. W. Carson, Wapakonetta.
Discussion.....	Opened by Supt. U. L. Wambaugh, Paulding.
The Development of Humor.....	Miss Emma Paddock, Sandusky.
Discussion.....	Opened by Miss Mabel Cronise, Toledo.
The Education of Labor.....	Supt. John McConkie, Port Clinton.
Discussion.....	Opened by Supt. Geo. H. Poulson, Liberty Center.
U. S. History in Public Schools.....	Supt. J. W. Zeller, Findlay.
Discussion.....	Opened by Supt. J. M. Greenslade, Lima.
Paper.....	Prof. Darst, Ada.
Discussion.....	Opened by Samuel Findley, Akron, O.
Paper.....	Supt. J. W. Dowd, Toledo.
Discussion.....	Opened by Supt. Alston Ellis, Sandusky.
Annual Address, Monday evening, Dec. 28,—	Supt. J. J. Burns, Dayton.

Subject—The Reading Habit.

Officers of the Association :—President, J. W. Knott, Tiffin; Secretary, Miss Idora Rose, Van Wert; Vice President, E. P. Dean, Kenton; Executive Committee, C. W. Butler, Defiance, D. R. Boyd, Van Wert, A. G. Crouse, Marion.

PERSONAL.

—C. E. Hitchcock, at one time in charge of the schools at Niles, O., and later, at St. Clairsville, writes from London, Kan., that he is there engaged in improving and stocking a large farm. He still has an interest in the doings of Ohio teachers, and says he must have the MONTHLY, if he has to pay for it in calves at a low price. (Send on the calves.) He says the demand for good teachers in Kansas is greater than the supply, and good salaries are paid.

—J. C. Hanna, Columbus, O., wants several copies of the MONTHLY for February, 1883. Persons willing to spare one or more copies will please to communicate with him.

—C. E. Brown has charge of the schools of Stockport, Morgan County.

—Finley R. Porter continues in charge of the schools of Pennsville, Morgan County. He is a veteran teacher and the son of a veteran teacher.

—Perry V. Bone is superintendent of the Waynesville schools.

—C. B. Metcalf has entered upon his second two-year term, in charge of the "No. 9 Schools," Findlay, O.

—Charles Kendall Adams, the new president of Cornell University, was inaugurated Nov. 19. The venerable Bishop Huntington, author of "Unconscious Tuition," opened the exercises with prayer, and pronounced the benediction at the close.

BOOK NOTICES.

Elements of Geometry and Trigonometry. From the Works of A. M. Legendre. By Charles Davies, LL. D. Published by A. S. Barnes and Co., New York and Chicago.

This old standard has been entirely rewritten and revised by Professor J. Howard Van Amringe, A. M., Ph. D., of Columbia College. It excels in clearness and exactness of definition, in simplicity and accuracy of demonstration, and in orderly and logical arrangement.

Barnes's Brief History of the United States. For the Use of Schools. 12mo. Illustrated. Published by A. S. Barnes & Co., New York and Chicago.

This very popular school history has undergone revision, and now appears in new dress, being one of the most beautiful as well as most popular textbooks of the day.

The German Verb-Drill, Presenting the Mechanism of the Colloquial and Written Language. Adapted to Schools or Home Instruction. By Adolphe Dreyspring, author of the "Cumulative Method." New York: D. Appleton & Co.

With the verb as the central figure, and the other parts of speech "dancing attendance," the "Verb-drill" claims to afford rest and diversion to the student while he makes surprising progress in the use of the language.

Pease's Singing Book. For the Use of High Schools and Singing Classes. By F. H. Pease, Detroit, Mich. Boston: Published by Ginn & Co.

This book claims to contain all that is valuable in the Tonic-Sol-Fa method, so arranged as not to conflict with or supplant the staff. It contains full exercises for voice culture and individual practice, and a variety of easy and pleasing songs.

A Shorter Course in Rhetoric. By C. W. Bardeen, author of "A Complete System of Rhetoric," "Outlines of Sentence-Making," "Verbal Pitfalls," "Com-

mon School Law," "Roderick Hume," etc. New York: A. S. Barnes & Co.

By condensation, abridgment, and omissions, the author has reduced his "Complete Rhetoric," producing a practical, working text-book of moderate size, and yet containing all the more valuable features of the larger work.

The Greek Prepositions, Studied from their Original Meanings as Designations of Space. By F. A. Adams, Ph. D. New York: D. Appleton & Co.

Not the forms of words, but the underlying thought is the object of investigation in this little book. Starting with the accepted fact that prepositions primarily denote relations of space, the author undertakes to trace the analogy of their varied uses to their primary meaning, and thereby reach a satisfactory understanding of the language.

Lessons on Practical Subjects, for Grammar-School Children. By S. F. and C. W. F. Second Edition. Boston: Little, Brown & Co.

Information on various matters pertaining to every-day life is here given in form to be used as composition exercises. Money, paper money, coin, United States bonds, taxes, corporations, railroads, strikes, and savings banks, are some of the leading topics. The topics are discussed in simple language, and the information such as every good citizen should have.

Handbook of Poetics, for Students of English Verse. By Francis B. Gummere, Ph. D., Head Master of the Swain Free School, New Bedford, and for merly Instructor in English in Harvard College. Boston: Ginn & Co.

Under three heads, subject-matter, style, and meter, this book contains a concise and systematic statement of the principles of poetry.

Die Deutsche Schule. A New and Comprehensive system, by a Practical Teacher, whereby a good Knowledge of German may be obtained, Enabling the Student to Read, Write and Speak the Language correctly and fluently. By E. Gerfen, Professor of German at the National Normal University, Lebanon, O. Fourth Edition. Published by C. K. Hamilton & Co., Lebanon, O.

A Treatise on Domestic Education. By Rev. Daniel A. Payne, D. D., LL. D., Senior Bishop of the African M. E. Church. Introduction by Rev. R. S. Rust, Corresponding Secretary of the Freedmen's Aid Society of the M. E. Church. Cincinnati: Printed for the Author, by Cranston and Stowe.

The home-training of children is enforced by every consideration of duty, affection and interest. The book is very timely and should have a wide circulation. It deals with an interest of the greatest importance to society, and its earnest words are well calculated to stir up the public mind and quicken the public conscience.

Look Within for Five Thousand Facts that Everybody Wants to Know. —Compiled by W. R. Adams. Chicago: A. H. Andrews & Co.

Here is *multum in parvo*, a veritable pocket cyclopædia. Fifteen cents sent to the publishers will secure it.

Drill Lists in United States History. A Companion Book to "Outlines of United States History." By R. Heber Holbrook. Lebanon, O.: C. K. Hamilton & Co.

A Select Bibliography of Ecclesiastical History. Compiled and Annotated by J. A. Fisher. Boston: D. C. Heath & Co.

Lessons in Mathematical Geography, with Introductory Exercises in Form. For the Use of Teachers. By Silas Y. Gillan, Principal of High School, Danville, Ill. Geo. E. Cockerton, Danville, Ill.

Grammatical Analysis by Diagrams. By Albert N. Raub, Ph. D., author of "School Management," etc. Harrisburg, Pa.: Raub & Co.

The Original Drawing Book, published by Appletons, New York, is "The Story of Tim's Journey," with blank spaces for the illustrations, to be supplied by the pupil's pencil.

The Catalog of the Cincinnati Bell Foundry Company. The bells made by this company are said to be of excellent quality and of rich clear tone, and yet sold at a very low price.

Teaching as a Business for Men. A Paper read before the National Educational Association, at Saratoga Springs, July 17, 1885. By C. W. Bardeen. Syracuse, N. Y.: C. W. Bardeen, Publisher.

○ *Elements of Inorganic Chemistry, Descriptive and Qualitative.* By James H. Shepard, Instructor in Chemistry, Ypsilanti High School. Boston: D. C. Heath & Co.

The author's plan is to lead the student to experiment and observe for himself, rather than to give him the result of the experiments and observation of others,—to awaken and cultivate a spirit of investigation.

○ *Language Lessons in Arithmetic. Written and Oral Exercises.* By Ellen L. Barton, Principal of Portland School for Deaf. Boston: Ginn & Co.

Part I contains more than two hundred lessons for younger children, designed to train them to think clearly and express their thoughts accurately. The questions are designed to be copied and the answers written in full by the pupil, the writing at the same time to be used as an exercise in penmanship, spelling, punctuation, and the use of capitals.

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○ *Topical Studies in American History.* By John G. Allen. Rochester, N. Y.: Scrantou, Wetmore & Co. Sample copy mailed for 35 cents.

A very excellent little manual. We have no hesitation in saying to students and teachers of American history, get this book. It will help you.

Kinder- und Hausmarchen, der Gebrüder Grimm. Selected and Edited, with English Notes, Glossary, and a Grammatical Appendix, by W. H. van der Smissen, M. A., Lecturer on German in University College, Toronto. Boston: D. C. Heath & Co.

Questions for Classical Students on the First Books of Caesar's Gallic War and Xenophon's Anabasis, with Grammatical References. By E. C. Ferguson, Ph. D. Boston: Ginn & Co.

Elements of Algebra. By G. A. Wentworth, A. M. Shorter Course. Boston: Ginn & Co.

○ *A Primary History of the United States,* for Intermediate Classes. A. S. Barnes & Co., New York & Chicago.

The story of the leading facts in our country's history is told in a simple, easy style, printed in large type on clear white paper, and beautifully illustrated.

Civil Government in Theory and Practice. A Comparative Review of Existing Governments, their Origin and History, and chief Points of Likeness and Unlikeness to the Government of the United States. Prepared for the Use of Schools. By W. I. Chase. Chicago: Published by W. I. Chase, School Herald office.

Shakespeare's King Richard III. With Introduction, Notes, Examination Papers, and Plan of Preparation. By Brainerd Kellogg, A. M. New York: Clark and Maynard.

○ *The Essentials of Geography.* By G. C. Fisher. Boston: New England Publishing Company.

The thirty-eight octavo pages of this book, it is claimed, contain all the political and descriptive geography a pupil should be required to commit to memory. It may serve both as an outline for the teacher and a concise text-book for the pupil. Perforated maps for map-sketching have been prepared to accompany the book.

Common Sense Class Record. By Charles N. Haskins. Columbus, O.

Two beautiful *Calendars* come from Messrs. Houghton, Mifflin & Co., Boston. The Emerson Calendar, with selections for every day in the year, contains a fine portrait of the great poet-philosopher. The other is the Whitney Calendar, which also contains selections for every day in the year.

—THE OHIO—

EDUCATIONAL MONTHLY

—AND—

NATIONAL TEACHER.

JANUARY, 1885.

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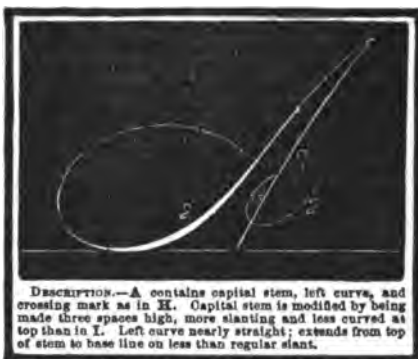
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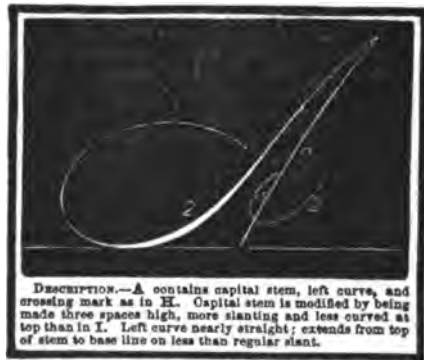
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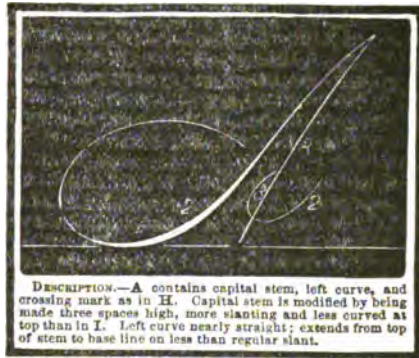
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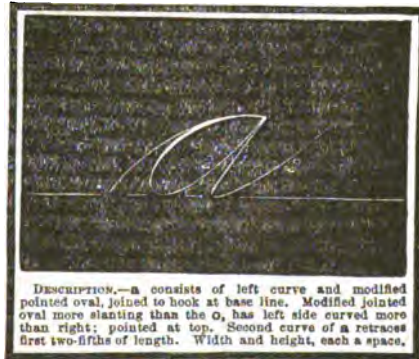
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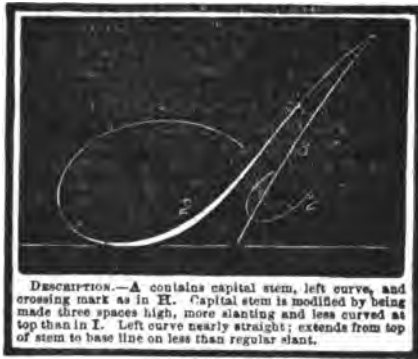
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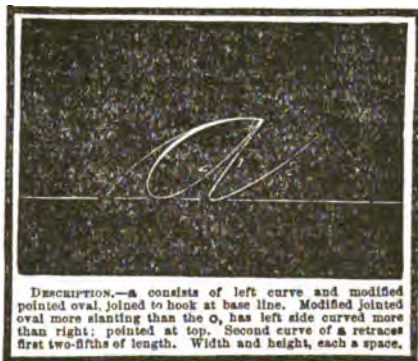
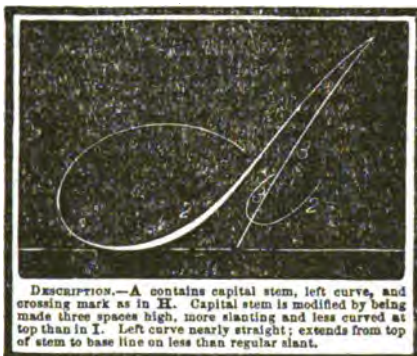
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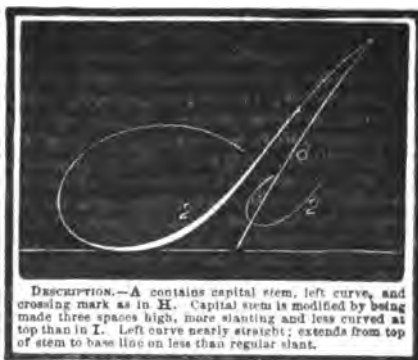
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DESCRIPTION.—O consists of left curve and modified pointed oval, joined to hook at base line. Modified jointed oval more slanting than the O, has left side curved more than right; pointed at top. Second curve of a retraced first two-fifths of length. Width and height, each a space.

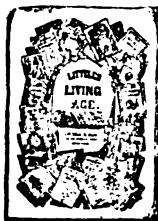
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